DOCUMENT RESUME

ED 280 939 AA 001 162

Resources in Education (RIE). Volume 22, Number 9.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 280 953 CE 046 722

Urshan, J.
Secrets of Taming the Wild Food Bill. A Guide to Supermarket Super Shopping.
PUB DATE- 83
NOTE- 78p.; For a related document, see CE 046 723.
AVAILABLE FROM- PDQ Printers, 11725 North 19th Avenue, Suite 6, Phoenix, AZ 85029 ($6.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Adults; *Consumer Education; *Food; Food Stores; Home Economics; Homemaking Skills; *Money Management; *Purchasing
This guide to supermarket shopping begins with a study of the American food shopper. The major types of shoppers and their needs are identified. Chapter 2 discusses planning at home. Topics include preparation of a comprehensive list, using coupons, impulse buying, and comparison shopping. Chapter 3 focuses on the actual shopping experience. Unit pricing, nutritional labeling, and freshness coding are described. Hints are then offered for the meat department, generic products, the dairy department, the produce department, the delicatessen department, the general merchandising section, and the snacks section. Chapter 4 concerns vitamin supplementation. Chapter 5 considers alternatives to supermarket shopping as well as how to be self-assertive at the checkout counter. Appendixes include information on the content of various meat and poultry products, a sample shopping list, and a recommended reading list. (YLB)

DOCUMENT RESUME

ED 280 967 CE 046 760

Kanu, Okpete R.
The Teacher Education Curriculum: Implications of Prevocational School Innovation.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Developing Nations; Educational Change; Educational Objectives; Foreign Countries; Higher Education; Innovation; Models; *Prevocational Education; *Program Content; Secondary Education; *Secondary School Curriculum; *Teacher Education Curriculum; *Vocational Education
IDENTIFIERS- *Nigeria

Because Nigeria's original secondary education system transmitted the alien British culture of power and status, it was only able to help a small percentage of Nigerians receive the preparation necessary for their adult lives. The Curriculum Conference of 1969 developed a new national educational philosophy based on prevocational curriculum innovation. Nigeria's teacher education curriculum was subsequently revised to provide teachers with the intellectual and professional background necessary to further innovation in the country's prevocationally oriented secondary school curriculum. Although teacher education is traditionally based in the college of education and school system for which the teachers are being trained, a basic premise of the prevocational curriculum is that the economic and social community constitute curriculum materials. Nigeria's new teacher education curriculum has thus been geared toward extending its contextual boundaries to include those economic and social institutions and settings that are related to the subjects being taught at the college of education. Because the curriculum has the multiple objectives of developing not only factual/conceptual knowledge but also skills and behaviors for learning, teaching, and doing, it incorporates the process of contingency pedagogy and recognizes the needs of prospective teachers as adult learners. Other important aspects of the new pedagogy are its horizontal and vertical view of the map of learning and its shift toward continuous assessment of prospective teachers, which implies a shift in emphasis from selection to stimulating effort and developing individuality. (MN)

DOCUMENT RESUME

ED 280 980 CE 046 773

Cumming, C. E.; Lauglo, Jon
Reflection on an Evaluation in Third World Education.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 10p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Developing Nations; Foreign Countries; *Individualized Instruction; *Policy Formation; *Program Evaluation; *Secondary Education
IDENTIFIERS- *Kenya; *Meta Evaluation
This paper reviews a single, large-scale evaluation of a long-term, aid-financed program in some practical subjects in Kenyan secondary schools. The analysis presented is a meta-evaluation, an evaluation of an evaluation, undertaken by two of the authors of the evaluation. A brief account of the evaluation project is first provided. This is followed by an attempt to contextualize the evaluation project within the field of evaluation in the social sciences through an examination of the project's design, approach, and techniques. Finally, some questions are raised about the notion of formal evaluation, derived from mainly developed country environments, as it may apply in policy making in Third World countries. (YLB)

DOCUMENT RESUME

ED 280 994 CE 046 795

Northup, Lindell C.
Making Sense of Health Care Plans: The Consumer's Guide to Health Care Coverage. A Leader Training Resource Kit.
Cuyahoga County Cooperative Extension Service, Cleveland.; Ohio State Univ., Columbus. Cooperative Extension Service.
SPONS. AGENCY- Cleveland Foundation, Ohio.
PUB DATE- Jun 86
NOTE- 286p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; Continuing Education; Course Content; *Educational Resources; *Health Insurance; Health Services; Laws; *Learning Activities; Lesson Plans; Postsecondary Education; Retirement Benefits; Teaching Methods; Units of Study; Workshops
IDENTIFIERS- *Medicare
This leader training kit is designed to help leaders teach their audience about a major consumer purchase--health care coverage. It is organized so that the participants should be better able to (1) assess their individual/family health care needs; (2) use appropriate guidelines to select and purchase health care coverage in order to get the most protection for dollars spent; and (3) use their plan in order to maximize benefits. Each of the five unit guides contains an overview, consumer objectives, lesson outlines and suggested learning activities, fact sheets, and supplementary materials. Each guide is designed to be used independently of the others, depending on the audience and their needs. The guides cover the following topics: health care costs and major trends; matching health care needs with options for coverage; evaluating and selecting health care plans and policies; using health care plans to maximize benefits (filing health insurance claims, filing an insurance complaint in Ohio, and the new rules for health care coverage); and senior citizens and health care coverage (Medicare and supplemental polities). A glossary, crossword puzzle, and seven brief circulars containing practical advice for consumers complete the kit. (KC)

DOCUMENT RESUME

ED 281 008 CE 046 854

Timko, Joseph J.; Stewart, Bob R.
Poultry Production for Agricultural Science I Core Curriculum. Instructor's Guide. Volume 19, Number 2.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
REPORT NO.- AGDEX-450/10
PUB DATE- Jan 87
NOTE- 100p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Catalog No. AG-160-I).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Animal Husbandry; Behavioral Objectives; Competency Based Education; *Course Content; Educational Resources; Farm Management; Food Standards; Learning Activities; Lesson Plans; Marketing; Meat; Secondary Education; State Curriculum Guides; *Teaching Methods; Units of Study; *Vocational Education
IDENTIFIERS- Missouri; *Poultry
This unit is designed to aid teachers in lesson planning in the secondary agricultural education curriculum in Missouri. Intended to be taught to ninth-grade students of vocational agriculture, the unit contains six lessons for developing competencies needed in poultry production. The lessons are as follows: (1) the importance of the poultry industry, (2) selection and evaluation of poultry, (3) feeding poultry, (4) housing and equipment for poultry, (5) maintaining flock health, and (6) marketing poultry and eggs. The unit is made up of the six lessons, unit objectives, competencies to be developed, motivational technique or interest approach, resources and references, evaluation techniques, and evaluation checklist. Lessons include lesson objectives, study questions, references, teaching procedures, information sheets, activities, competencies, evaluation, and answers to evaluation questions. (KC)

DOCUMENT RESUME

ED 281 021 CE 046 874

Roth, Gene; Tesolowski, Dennis
Developing a Personal Plan for Microcomputer Competency. Microcomputer Applications for Vocational Teachers: A Competency-Based Approach--Book A.
Idaho State Univ., Pocatello.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 137p.; For related handbooks, see CE 046 875-878.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Teacher Education; *Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; Inservice Teacher Education; *Microcomputers; *Planning; Resource Materials; Secondary Education; *Teacher Improvement; Units of Study; Vocational Education; *Vocational Education Teachers
This handbook is the first in a series of five competency-based resource guides on microcomputer applications for vocational teachers. The five units of instruction in this handbook are concerned with the content of the eight competencies included in the category, "Developing a Personal Plan for Microcomputer Competency." Units are designed to prepare the teacher to do the following: (1) define the elements of a local education agency (LEA) plan for computer-based instruction (CBI), (2) define the vocational instructor's role in the LEA plan for CBI, (3) conduct a personal assessment of microcomputer competency, (4) set personal goals and construct and implement a personal plan for microcomputer competency, and (5) evaluate and modify a personal plan for microcomputer competency. Components of each unit include unit and specific objectives, informative material, sample forms and evaluation measures, examples, a summary, achievement indicators, and a list of references. A prose glossary and glossary of terms are appended. (YLB)

DOCUMENT RESUME

ED 281 035 CE 046 914

Briers, Gary E.; And Others
Identification of Math and Science Concepts, Skills, and Experiences Provided in Vocational Agriculture in Texas.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 26 Sep 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agricultural Production; *Basic Skills; Inservice Teacher Education; Integrated Curriculum; Mathematical Applications; *Mathematics; Mathematics Instruction; Science Instruction; *Sciences; Secondary Education; *State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Texas
A project was conducted to determine if the instructional materials for production agriculture classes taught in the public schools in Texas contained information that was relevant to the essential elements of mathematics and science at the secondary level. The project was carried out through a number of steps including (1) reviewing the state Basic Curriculum Guide for Production Agriculture and related materials to identify the materials relevant to mathematics and science; (2) developing a matrix (table) of opportunities for students in vocational agriculture (Basic Curriculum) to develop concepts and skills (essential elements) in mathematics and science; (3) developing a specific list of the essential elements relating to secondary-level mathematics; (4) conducting workshops for vocational agriculture teachers to ensure use of the project product (the skills matrix); and (5) ensuring the use of the matrix and the list with special populations. The skills were identified through a jury of experts and a questionnaire sent to the teachers and students from a random sample of 300 vocational agriculture programs. From the information gathered, a brief table was developed on vocational-agricultural student materials contributing to student learning of the basics.

The main part of this report consists of appendix 1, which provides the matrices of science and math essential elements by topic in vocational agriculture. Numeric codes for the essential elements are taken from Chapter 75 of the Texas Education Code (1984). Appendix 2 provides a list of the mathematics and sciences courses, with abbreviations used in appendix 1. Appendix 3 provides a six-page list of vocational agriculture topics for both instructor and student materials, with numeric codes, arranged by course title. (KC)

DOCUMENT RESUME

ED 281 048 CE 047 008

Education for Parenthood.
Rutgers, The State Univ., New Brunswick, NJ. Vocational-Technical Curriculum Lab.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 79
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Child Abuse; *Child Development; Childhood Needs; *Child Rearing; *Family Life Education; Individual Needs; Learning Activities; Lesson Plans; *Parent Child Relationship; *Parenthood Education; *Parenting Skills; Parent Role; Secondary Education

This guide is intended for use in teaching a parenthood education program in which adolescents work with young children while learning about effective parenting. The program's 26 objectives are outlined in the first section of the guide. The second section is a lesson plan containing a content outline with cross-referenced suggested learning activities and references. The following course topics are covered in the outline: parenting; understanding children (personality, emotions, needs, defense mechanisms, self-concept, development); cognition; communication; discipline; play; play safety; art; music, movement, and dance; food and eating habits; mechanics of playschool; prenatal development and birth; infant care and development; toddler development; development of the school-age child; adolescent development; moral development in children; violence; child abuse and neglect; cultural differences; laws, rights, and community resources; children's health (diseases, safety); sex-role stereotyping; theories of development and learning; special family situations (exceptional children, adoption and foster care, employed mothers, single parents, and stepparents); family life cycles; financial aspects of parenthood; and careers. The 41 appendixes include a course requirement outline, information sheets, tests, film guides, learning activities, and worksheets. (MN)

DOCUMENT RESUME

ED 281 063 CE 047 038

ESL/Literacy. An Introductory Handbook for Tutors.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-55-6
PUB DATE- May 85
NOTE- 55p.; The use of gray paper for selected sections may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; Case Studies; Classroom Techniques; Context Clues; *English (Second Language); Foreign Countries; Language Experience Approach; *Literacy Education; Phonics; Program Development; *Second Language Instruction; Sight Method; Teaching Methods; *Tutoring

This handbook is intended to introduce tutors to literacy work with students for whom English is a second language (ESL). The first part deals with the following aspects of literacy and speakers of English as a second language: the role of literacy in second language work, some factors that affect learning, steps in negotiating a curriculum, identification of needs, and some issues in selecting and using materials. The whole word approach, literacy through language practice, the language experience approach, phonics, the use of context, and spelling are examined in a section of strategies for developing reading and writing. The third part includes five case studies that offer practical illustrations of literacy work in the following contexts: tutoring for a woman who has been in Britain for 5 years but has a very limited vocabulary and range of grammatical structures, a nonnative speaker of English whose spoken English is fairly fluent but whose writing skills are minimal, an office worker who needs advanced training in notetaking and reading reports to receive a promotion, the Manor Street School Group (a daytime ESL class for Asian women with varying English skills and educational backgrounds), and the Priory Basic Education Group (an evening study group catering to native and nonnative speakers of English whose needs range from basic reading to formal letter writing). A list of further readings is included. (MN)

DOCUMENT RESUME

ED 281 077 CG 019 810

Children in State Care: Ensuring Their Protection and Support. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, Second Session (Washington, DC, September 25, 1986).
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 87
NOTE- 250p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Advocacy; Children; *Child Welfare; *Community Programs; Compliance (Legal); *Foster Care; Hearings; Institutionalized Persons; Legal Aid; *Placement; Program Effectiveness; *State Action
IDENTIFIERS- Congress 99th

This document contains witnesses' testimonies and prepared statements from the Congressional hearing called to examine the living conditions of children in state care. Parents, youth workers, legal advocates, program administrators and state officials discuss the cost effectiveness of community-based services and the effectiveness of various preventive approaches. Ways in which communities have allowed children to thrive in permanent placements and receive services appropriate to their needs are examined. The lack of monitoring and accountability of institutions that house children is considered. Witnesses discuss the conditions of children in state care in the District of Columbia, Maryland, California, Kentucky, Mississippi, and North Carolina. Opening statements are included from Representatives George Miller and Dan Coats. Witnesses providing testimony include: (1) William Aldrich, California Office of the Auditor General; (2) Lenore Behar, Child Mental Health Services, North Carolina Division of Mental Health, Mental Retardation, and Substance Abuse Services; (3) Robert Burton, VisionQuest; (4) Judy Guttridge, mother; (5) Patricia Hanges, volunteer youth advocate, Francis House, Baltimore, Maryland; (6) Nellie Hutchison, director, Mississippi

Governor's Commission for Children and Youth; (7) April Kerr, Council for Retarded Citizens, Kentucky; (8) Jeffrey Rosenberg, National Committee for Adoption, Washington, DC; (9) Peter Schneider, Restitution, Education, Special Training, and Technical Assistance Program, Bethesda, Maryland; (10) Diane Shust, Juvenile Services Program, Public Defender Service, Washington, DC; (11) Mark Soler, Youth Law Center, San Francisco, California; (12) Diane Weinroth, Child Advocacy and Protection Committee, Bar Association of the District of Columbia; and (13) Michael Woodruff, Center for Law and Religious Freedom, Christian Legal Society, Virginia. Prepared statements, letters, and supplemental materials are included. (NB)

DOCUMENT RESUME

ED 281 092 CG 019 826

Griffith, Jeanne A.; Kile, Marilyn J.
What College Students Are Telling Us about Alcohol Abuse Prevention.
PUB DATE- Sep 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Alcohol Education; Alcoholic Beverages; College Students; *Drinking; Health Services; Higher Education; *Marketing; *Prevention; Program Evaluation; *Student Attitudes
IDENTIFIERS- *Alcohol Abuse
This paper describes the successful use of student focus groups by the University of Wisconsin--Whitewater Student Health Center to assess marketing strategies for alcohol abuse prevention. The focus group is a group of 13 students who met several times with a facilitator to share perceptions, feelings, and attitudes about alcohol abuse prevention. It is noted that group members reviewed pamphlets, posters, advertisements, slogans, films, and videos. Examples are included of which verbal, written, and visual approaches were most appealing to them. Four ideas for alcohol abuse prevention recommended by the focus group as being potentially effective with college students are presented: (1) using graphic portrayals of the results of a drunk driving accident; (2) emphasizing the importance of protecting a friend; (3) advertising the costs of alcohol abuse; and (4) showing how to have fun without alcohol or that drinking moderately was acceptable. It is concluded that the use of focus groups demonstrates to students the importance of their opinions, that the focus group is a proven marketing tool, and that focus groups provide an easy and inexpensive way to gather important information on the feelings and attitudes of college students. (Author/NB)

DOCUMENT RESUME

ED 281 106 CG 019 840

General Summary of the National Long-Term Care Channeling Demonstration. Revised.
Health Care Financing Administration (DHHS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Jan 87
NOTE- 18p.; For related document, see CG 019 839.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; *Cost Effectiveness; Daily Living Skills; *Deinstitutionalization (of Disabled); *Delivery Systems; *Home Programs; Older Adults; *Program Evaluation; Social Support Groups
IDENTIFIERS- *Frail Elderly; *Long Term Care

This paper summarizes the National Long-Term Care Channeling Demonstration Program, a project designed to test the feasibility and cost effectiveness of an alternative community-based long-term care service delivery concept for the frail elderly which integrated health and social services. Program management and early federal planning efforts are discussed, and an overview of the purposes of Channeling is provided. Descriptions are given for the two Channeling models used: Basic Case Management (five sites) and Financial Control (five sites). Core functions of Channeling are discussed in the areas of screening, assessment, care planning, arranging for services, follow-up and monitoring, and reassessment. The population, cost consciousness, work with informal supports, and health and social services are identified as factors involved in case management. Four major phases in the Channeling demonstration are discussed: demonstration planning, buildup, steady state, and closeout. The technical assistance contract for the Channeling demonstration is identified, project evaluation is described, major data collection activities are listed, and major findings are reported. Tables are provided which illustrate project milestones, Channeling sites and host agencies, Channeling demonstration eligibility criteria, and elements of the evaluation research design. (NB)

DOCUMENT RESUME

ED 281 121 CG 019 855

Maier, J. Marcus
(Re-)Defining the Egalitarian Partnership: A Model of Male-Female Interdependence.
PUB DATE- Nov 86
NOTE- 54p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dearborn, MI, November 3-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Life; *Interpersonal Relationship; *Marital Satisfaction; Marriage; Power Structure; *Sex Role; *Spouses
IDENTIFIERS- *Egalitarianism; *Interdependence
Researchers investigating marital egalitarianism have defined that concept in diverse ways, examining such factors as marital power, equal role sharing, and status and resource factors. Data from a series of 12 workshops held between 1982 and 1985 were used to develop an alternate means of conceptualizing an egalitarian partnership between spouses which focuses on the subjective quality of what it means to relate as equals. Based on workshop material, a survey of relationship egalitarianism was developed which included questions on work involvement, participation in domestic tasks and childcare, satisfaction measures, and the Bem Sex Role Inventory to assess the respondent's sex role orientation. The survey was administered to 64 couples. The results revealed no support for the impact of status and resource factors (age, education, income) on marital egalitarianism. In contrast, significant associations were found between sex role orientations and marital equality. Strong correlations between egalitarianism and indices of marital quality suggest that such relationships may be the most satisfying for both partners. The data suggest that the presumed linkage between resource factors and marital power may be mediated by the influence of sex role internalization. (Workshop results are included which summarize subjective interpretations of equal versus unequal relationships, the perceived advantages and disadvantages of each, and sex role impacts on egalitarian partnerships between the sexes.) (Author/NB)

DOCUMENT RESUME

ED 281 135 CG 019 869

Bailey, Glenda K.; And Others
Comparison of Self-Concept and Classroom Environment in Elementary School Children.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Environmental Influences; Intermediate Grades; Peer Relationship; *Perception; *Preadolescents; *Self Concept; *Student Attitudes; Teacher Student Relationship

While research findings suggest that self-concept and perceptions of classroom environment may be interrelated, there is little empirical evidence to validate the existence of such a relationship. This study was conducted to examine the relationship between fourth- and fifth-grade students' self-concept and their perceptions of classroom environment. Fourth- and fifth-grade students (N=107) were administered the Piers-Harris Children's Self-Concept Scale (P-H) and the Classroom Environment Scale (CES) in a group format. Data were analyzed using the Pearson Product-Moment correlation procedure. The results indicated significant relationships between the P-H Total Score and four subscales of the CES: (1) Involvement; (2) Affiliation; (3) Teacher Support; and (4) Order and Organization. Further analysis revealed several significant relationships between the subscales of the P-H and the CES. These findings strongly suggest a relationship between children's self-concept and environmental cues or factors involved in teacher-student and student-student interactions. (Author/NB)

DOCUMENT RESUME

ED 281 149 CS 008 752

Brozo, William G.; Curtis, Carol L.
Coping Strategies of Four Successful Learning Disabled College Students: A Case Study Approach. College Reading and Learning Assistance Technical Report 86-08.
Georgia State Univ., Atlanta.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); Attribution Theory; Behavior Patterns; Case Studies; Context Clues; *Coping; Critical Reading; Higher Education; *Learning Disabilities; Learning Processes; *Learning Strategies; *Metacognition; Reading Achievement; Reading Comprehension; Reading Processes; Reading Research; *Reading Skills; *Student Behavior; Student Characteristics; Study Skills; Word Recognition
IDENTIFIERS- Self Awareness; Text Structure
To determine how some learning disabled students manage to achieve success in college, a study investigated the extent to which successful learning disabled college students demonstrate characteristics often attributed to learning disabled students in general: inactive learners who fail to use efficient, organized strategies and who lack self-knowledge about the nature of their disability, about its limitations, and about general strategies for coping with their disability. Subjects, three junior and one senior learning disabled college students, were interviewed and administered the "Advanced Reading Inventory." Results indicated that these students overcame their learning disabilities by applying sound reading skills and a range of strategies to exploit their strengths and cope with their learning disabilities. Specifically, findings showed that subjects, when reading the passages aloud and talking and writing about them, made use of (1) several metacomprehension word attack strategies for text processing, including text structure clues, prior knowledge, and strategic learning; (2) two macrorules for summarizing text: deletion and generalization; and (3) self-awareness attribution patterns and the following coping strategies: using strengths, limiting ths use of the deficit area, and getting help from a tutor or monitor. These findings suggest that personal responsibility for learning outcomes can be reinforced in learning disabled students by developing healthy, internal attributions for academic success and failure, and by encouraging learning disabled students to exploit their strengths and to develop appropriate coping strategies. (Excerpts from interviews and reading protocols, as well as five pages of references are included.) (JD)

DOCUMENT RESUME

ED 281 162 CS 008 771

Applebee, Arthur N.; And Others
Learning to Be Literate in America: Reading, Writing, and Reasoning. The Nation's Report Card.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-058-4; NAEP-15-RW-01
PUB DATE- Mar 87
NOTE- 52p.; For the reports on which this document is based, see ED 264 550, ED 273 680, ED 275 701 and ED 273 994.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Adult Basic Education; Educational Assessment; Educational Development; *Educational History; Educationally Disadvantaged; Educational Practices; Elementary Secondary Education; Federal Legislation; *Functional Literacy; *High Risk Students; *Literacy Education; Public Policy; Reading Instruction; Social Problems; *Teacher Role; Writing Instruction
IDENTIFIERS- National Assessment of Educational Progress
Intended for educators, policymakers, and anyone concerned with the nation's reading skills, this booklet draws on four recent reports in the Nation's Report Card series, which are based on findings of the National Assessment of Educational Progress (NAEP). The first chapter discusses two important components of literacy--the ability to achieve a surface understanding of written materials and the ability to reason effectively about one's reading and writing. NAEP results are briefly discussed as a basis for the second chapter, which presents an overview of literacy development in America. The third chapter focuses on those who are at risk because of poor literacy skills, particularly children and young adults from minority groups and children without home support for literacy. The fourth chapter discusses the impact that an early exposure to print, appropriate instruction and homework can have on literacy skills. The final chapter explores two important initiatives for

educators, policymakers, and the nation: (1) the at-risk population must be provided with targeted help to ensure that it has the opportunity to develop the literacy skills necessary for full participation in this society, and (2) educational approaches must be modified so that all children learn to reason more effectively about what they read and write. Recommendations derived from these initiatives are outlined for policymakers, administrators, and teachers. Graphs and statistical data are included. (JD)

DOCUMENT RESUME

ED 281 175 CS 008 786

Riefer, David M.
Is "Backwards Reading" an Effective Proofreading Strategy?
PUB DATE- Apr 87
NOTE- 16p.; Experiment 1 presented as a paper at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986) and Experiment 2 presented as a paper at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Editing; Error Patterns; Higher Education; Quality Control; *Reading Ability; *Reading Research; *Reading Skills
IDENTIFIERS- *Error Detection; *Proofreading
Two experiments investigated the effectiveness of reading backwards as a proofreading technique. Experiment 1 examined the general usefulness of backwards vs. forwards proofreading strategies and the effects of these strategies for two types of typographical errors: misspellings and contextual errors. Subjects, 36 undergraduate students at a California university, were asked to read four passages of 250 words containing 10 typographical errors distributed evenly throughout the passage. Results indicated that the backwards reading strategy was not shown to be an effective technique for proofreading, and, in fact, was actually inferior for detection of contextual errors. Experiment 2, using 18 undergraduates from another California university, examined the proofreading effectiveness of combining forwards and backwards reading by having subjects read each passage twice, sometimes using the backwards, sometimes the forwards strategy. Results indicated that the number of readings had a significant effect on error detection, but the type of strategy used did not. Major findings show that the backwards strategy was not shown by either experiment to be an effective proofreading strategy, and was actually inferior to forwards reading for detecting contextual errors, with no measurable benefits for detecting misspellings. A combination of reading forwards and backwards was found to be no more effective than reading forwards twice, and often required more time. (NKA)

DOCUMENT RESUME

ED 281 188 CS 008 804

Stewart, Janice P.
A Description of the Interaction among Mothers and Six-Year-Old Children during Book Reading.
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Discourse Analysis; Early Childhood Education; Family Environment; *Parent Participation; *Reading Aloud to Others; Reading Comprehension; Reading Improvement; *Reading Processes; Reading Readiness; Reading Research; *Story Reading; *Verbal Communication

Four six-year-olds and their mothers were observed during the summer prior to starting first grade in a study designed to expand knowledge of the nature of verbal interactions during book reading. All of the children had some knowledge of letters and were making satisfactory progress in reading. The seven or eight observation sessions were taped and an observer noted both verbal and nonverbal communication. Mothers read one book with one to four words on each page and read the comprehension exercise at the end. The coding system was designed to describe both the structure and content of the book reading interaction. The first set of analyses concerned the relative proportions of turns each mother or child took during the book reading interactions. The second aspect of analysis involved ascertaining whether or not the child was just responding to questions or statements from the mother or actually initiating the turn. Attention to print levels was also ascertained. Results showed that the majority of verbal turns by all the mothers focused on the word level, although one mother also focused many of her turns on the letter level. The children also showed differences in their turns, with some being assertive and leading the interaction by either reading outright or by making statements about the text. In all of the homes, there was literacy engagement; and while some children were being directed more than others, the children have all become successful readers, according to their parents' understanding of literacy and their teacher's estimation of a reader. (Tables and references are included, and samples of coded transcripts, a profile of book reading interactions, and a description of awareness responses and print level attention are appended.) (AEW)

DOCUMENT RESUME

ED 281 202 CS 210 421

Walborn, Eric D.
"Imitatio" Revisited: Its Theoretical and Practical Implications into the Twenty-First Century.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Imitation; Language Styles; Literary Styles; *Rhetorical Invention; Secondary Education; Student Writing Models; *Writing Difficulties; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *New Rhetoric
The instructional practice of imitation works most effectively as a developmental and remedial instrument within a writing-centered, student-centered pedagogy. In this context, imitation can accelerate natural language acquisition and encourage language competence and control, thus enabling student writers to focus their attention on particular and personal writing problems, whether structural, material, or stylistic. Imitation need not violate the underlying principle of writing as a process (as argued in the "New Rhetoric"), since imitation can be implemented to remedy the student writer's particular writing problems as they appear in the course of writing in a "real" rhetorical situation. Analyzing and emulating models within such an environment introduces the inexperienced writer to the idea of "writerliness"--to the reality of a writer's choices and the relationships that exist between them, such as which persona to project, which experiences to tap, which purpose to execute, which audience to address, and which code to use. Nor does imitation violate the sense of writing as discovery, associated with a theory of imagination and cognitive development. Students must be allowed to discover for themselves a natural writing process while the teacher's task is to familiarize them with available options. By

imitating a variety of models and internalizing the various language patterns, student writers become aware of alternative forms of expression and the struggling novice becomes an effective stylist and a thinking writer. (NKA)

DOCUMENT RESUME

ED 281 216 CS 210 440

Schaeffer, E. Marilyn
Teaching Writing with the Microcomputer. Fastback 254.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-254-2
PUB DATE- 87
NOTE- 43p.; This publication was sponsored by the Miami University Chapter of Phi Delta Kappa. Photographs may not reproduce well.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Computer Assisted Instruction; Computer Software; Educational Technology; Elementary Education; Revision (Written Composition); *Teaching Methods; *Word Processing; *Writing Instruction; Writing Processes; *Writing Skills

Intended as a guide for elementary school teachers who want to use the computer as a writing tool in their classrooms, this booklet offers an outline of practical information and techniques for introducing young children to computers in kindergarten through grade 6. The first chapter explains the process approach to writing and advocates computer use to generate student enthusiasm for writing, while the second chapter discusses solving writing problems with the word processor. The third chapter offers activities for the word processor as a writing tool and is subdivided as follows: (1) kindergarten--the process begins, (2) first grade--introducing a simple-word processing package, (3) second grade--simple revision commands, (4) third grade--beginning to control the system, (5) fourth grade--a year of transition, (6) fifth grade--extended application, and (7) sixth grade--full use of the system. The remaining two chapters discuss possible problems and practical solutions and how to select word-processing software. A brief conclusion recapitulates the ideas about the promise of microcomputers that underlie the manual, and a list of references is appended. (NKA)

DOCUMENT RESUME

ED 281 230 CS 210 459

Peckham, Irvin
Statewide Direct Writing Assessment in California.
PUB DATE- Mar 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Rating; Elementary Secondary Education; Evaluation Methods; Program Development; *Program Improvement; *State Programs; Teacher Response; *Test Coaching; Test Construction; Test Interpretation; Test Validity; *Writing Evaluation; Writing Research
IDENTIFIERS- *California Assessment Program; *Direct Assessment
California has provided other states with an example of how not to assess student writing and has initiated a new direction in the statewide assessment of student writing achievement, a direction designed to influence writing instruction positively. Before 1987, the California Assessment Program (CAP) limited English skills assessment to multiple choice items. With the support of State Superintendent Bill Honig, however, CAP administrators have launched the CAP Direct Writing Assessment (CAP-DWA), which reflects the best of what is now known about the writing process from researchers and theorists such as James Britton and James Moffett and directly assesses various types of writing. The program focuses on the most important characteristics necessary to a particular type of writing rather than those that are common to all types of writing. Twenty exemplary writing teachers comprising the CAP Writing Development Team wrote prompts, scoring guides, and writing guides for each type of writing being assessed. After a trial assessment involving 20,000 students, the team successfully used these materials to train readers to score according to selected criteria from three categories: awareness of readers, presentation of problem, and argument for a solution. The CAP encourages school districts to refine their programs by using the teachers from the CAP Writing Development Team as a resource for workshops. It also provides examples of the prompts, makes the scoring guides public, and offers sample essays, commentaries, and reading lists. Thus, the CAP-DWA furnishes districts not only with data indicating students' writing achievement in a particular school, but also with specific information teachers can use to improve that achievement. (Information for ordering the "Writing Assessment Handbook: Grade 8," is included, as is a short bibliography.) (JD)

DOCUMENT RESUME

ED 281 243 CS 210 480

Busterna, John C.
An Analysis of Newspaper Antitrust Actions: 1980-1986.
PUB DATE- 1 Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; Competition; *Court Litigation; *Federal Regulation; Government Role; Industrial Structure; *Marketing; Mass Media; Mergers; *Newspapers
IDENTIFIERS- *Antitrust Legislation; Sherman Act
The American Newspaper Association's 1986 compilation of 45 newspaper antitrust actions filed since 1980 revealed that the majority of antitrust actions during that period involved disputes over advertising practices. The federal government was virtually absent in its enforcement of antitrust laws against newspapers. About one-third of the completed actions actually went to trial (of a sample 13 cases, only two were won by the plaintiffs). Specific allegations included predatory prices (the complaint in about two-thirds of the cases), collusion, price discrimination, tying, refusals to deal, and mergers. An important issue in antitrust cases was the definition of the relevant market, which has both a product and geographic dimension. Before 1980, legal precedent favored a very narrow product and geographic definition of the market within which newspapers operated. Since that year, all five courts of appeal rulings and eight of nine district court rulings have been consistent with this narrow definition. A broader definition would make antitrust enforcement in the newspaper industry even more difficult. Recent actions have been consistent with the predominant view that newspapers provide a service to readers and advertisers, that they are not simply a commodity of paper and ink. An analysis of predation actions, the most common recent charge, suggests that many antitrust actions may be brought to stifle competition rather than to protect it. Further in-depth studies of newspaper antitrust actions are called for. (One table of data and 22 references are included.) (AEW)

DOCUMENT RESUME

ED 281 257 CS 505 599

Kerssen, Jeff
Accuracy in Academia? "Professor" as a Problematic Cultural Term: An Ethnographic Study.
PUB DATE- Feb 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); College Faculty; *Conservatism; *Cultural Context; Ethnography; Higher Education; Humanistic Education; Language Attitudes; Language Research; *Liberalism; Political Attitudes; Press Opinion; *Professors; School Newspapers; Semantics; Social Values; Student Attitudes
IDENTIFIERS- *Academic Community; Accuracy in Academia; Pressure Groups
A study investigated the apparent inconsistency of meaning connected with the term "professor," using the problematic aspect of the term as a way of examining tacit features of a particular speech community. The "social drama" that served as a catalyst for the study centers around the presence of the national "Accuracy in Academia" organization, brought to the campus of the University of Washington by staff members of a self-described conservative campus journal that implemented a campaign to monitor professors suspected of spreading liberal, leftist, or Marxist views in the classroom. Over the course of an eight-month period 65 different occurrences of talk relating to the social drama were collected, and from these data, 215 statements relating to the term "professor" were recorded. Based on ethnographic interpretive analysis of text, two distinct cultural conceptions of "professor" emerged--liberal and conservative. The liberal group within the speech community defined a "professor" as a person who treats students as critical thinkers, thereby eliminating the need for balance in the classroom, while the conservative group defines him/her primarily as one who respects student beliefs while exposing students to different viewpoints. An exploration of these two conceptions revealed that

the conservative culture can be identified as a traditional society by virtue of its veneration of an episodic sequence (way of doing things in the classroom), adherence to which determines the quality of a "professor," and by its reiteration of the status quo. The liberal culture group displays several attributes of classic (rather than modern American) conservative thought--for example, the rights of the individual and the legitimacy of opinion for presentation by the professor in the classroom. References are included and appendixes contain a comprehensive inventory of data citations.) (NKA)

DOCUMENT RESUME

ED 281 269 EA 019 260

Snyder, Karolyn J.; Anderson, Robert H.
Managing Productive Schools: Toward an Ecology.
REPORT NO.- ISBN-0-12-654030-6
PUB DATE- 86
NOTE- 577p.
AVAILABLE FROM- Sales Department, Harcourt Brace Jovanovich, Academic Press College Division, 7555 Caldwell Avenue, Chicago, IL 60648 (Order No. 654-030; $37.00 plus postage and applicable sales tax, prepaid or purchase order).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Characteristics; *Administrator Role; *Ecology; *Educational Administration; Elementary Secondary Education; Leadership Responsibility; Objectives; Organizational Change; Organizational Development; Participative Decision Making; Performance; *Principals; *School Organization; Social Influences; Staff Development; *Systems Approach; Theory Practice Relationship
IDENTIFIERS- Collegiality; Florida

Intended for use by graduate students in educational administration and supervision as well as by practicing school administrators, this book is a guide to the most effective practices surrounding the school principalship. Ideas in the book reflect current views of good management, including systems approaches, participative and collaborative decisionmaking, and contingency theory. Central to the book is the theory that each school is an ecological system containing six separate but interdependent subsystems: leadership, management, program, organization, performance, and school development. Collaborative endeavor--a healthy relationship between the subsystems--is necessary for the school to thrive as an organization in pursuit of new knowledge and new skills. Chapters 1 and 2 provide a fresh perspective on the principalship and develop the concept of an ecosystem. The following chapters examine in detail the various subsystems: chapter 3, leadership; chapters 4 and 5, goals (concepts and methodology); chapters 6 and 7, organization (organizing and developing work groups); chapter 8, performance; chapters 9, 10, and 11, program (a learning focus, student learning, and staff learning); and chapters 12, 13, and 14, management (influence systems, supervisory influence, and quality control). An appendix provides a simulation of personal management planning. Numerous figures and tables are provided, and an extensive bibliography is appended. (IW)

DOCUMENT RESUME

ED 281 283 EA 019 345

Campbell, Roald F.
Some Reflections about Writing "A History of Thought and Practice in Educational Administration."
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; *Administrative Organization; Educational Administration; Educational History; Educational Research; *Educational Theories; Models; *Organizational Theories; Phenomenology; Qualitative Research; Research Needs; Research Utilization; Social Science Research; Systems Approach; *Theory Practice Relationship
IDENTIFIERS- Historical Methods; Scientific Management; *Theory Development
A coauthor of a book on the history of thought and practice in educational administration reflects on issues raised during the writing of the book as follows: (1) Categories of administrative thought are difficult to establish. Two categories were derived from Richard Scott's rational systems approach--scientific management and bureaucracy. The categories of human relations and open systems emerged from terms that characterize widely held notions about administration. (2) Views characterized as scientific management and human relations were advocated in both organizational and educational literature. (3) There is a more complete record of administrative thought than of practice. Max Weber and others illustrate the evolution of administrataive thought. The paucity of documents concerning practice relates to American education as a local phenomenon. (4) There is some relationship between thought and practice. Conflicts over bureaucratic practices have required that schools move from closed to open systems. (5) Administrative thought has had the historical task of balancing organizational with individual concerns. (6) The most challenging new framework comes from the Canadians. Thomas

Greenfield's phenomenological approach reinterpreted organizations as cultural artifacts. The ensuing debate brought a paradigm enlargement in the field of educational administration. Educational practices should be better recorded and the relationship between thought and practice should be more definitely determined. Three reference pages are appended. (CJH)

DOCUMENT RESUME

ED 281 297 EA 019 361

Richardson, William M.; Baacke, Clifford M.
Report on the Warehousing and Distribution Functions of the Division of Supply and Property Management.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Feb 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; Educational Resources; Elementary Secondary Education; Equipment Maintenance; Equipment Storage; *Facility Improvement; Facility Requirements; *Facility Utilization Research; Food Service; Instructional Materials; Safety; Student Transportation; Supplies; *Warehouses
IDENTIFIERS- Maryland (Montgomery County)
The centralized warehouse concept as utilized by Montgomery County (Maryland) Public Schools is examined in this report detailing the operation of the warehouse facility and distribution system. After an executive summary, an addendum detailing comments by the staff of the Office of the Associate Superintendent for Supportive Services conflicting with specific recommendations of the report is presented. Chapter I focuses on warehousing and warehouse operations with findings on (1) functions of the warehouse, (2) characteristics of the current facility, (3) layout, (4) procedures, (5) housekeeping, (6) material handling equipment, (7) safety, and (8) security. Implications of the findings include current warehouse practices and future warehouse requirements and improvements. Recommendations conclude the chapter. The second chapter focuses on distribution of supplies and materials, with findings on (1) the division of supply and property management, (2) delivery of warehouse supplies, (3) use of helpers on delivery vans, (4) the Pony delivery, (5) distribution of food service supplies, (6) maintenance, and (7) pupil transportation. Implications of the findings include possible consolidations of various supply and food service deliveries. Recommendations

conclude the chapter. Included in the report are 19 exhibits (charts, tables, and illustrations). (WTH)

DOCUMENT RESUME

ED 281 310 EA 019 376

Grosvenor, Gilbert M.
Geographic Education: An Investment in Your Students' Future.
PUB DATE- 22 Feb 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Geography Instruction; *Global Approach; *Instructional Innovation; Microcomputers; Technological Advancement; Videodisks; *World Geography
IDENTIFIERS- *Japan; National Geographic Society
This speech bemoans the deplorable state of geography education in the United States. American students' geographical knowledge is far inferior to that of European, Russian, Japanese, Canadian, or Australian students. This nation's young people literally do not know where they are, what other cultures are like, or how things fit together. A recent test of high school students by CBS affiliates disclosed that 25 percent of Dallas (Texas) seniors could not name the nation bordering the United States on the south. According to this paper, ignorance of geography can deter, frustrate, and defeat us in our local, state, national, and global endeavors. After describing several military, foreign policy, and business blunders, the paper urges administrators to help teachers rekindle students' interest by harnessing new technologies like videodiscs and microcomputers. Especially promoted are video and software resources produced by National Geographic Society. As people who supposedly nurture, motivate, and instruct teachers, administrators must assume greater leadership for improving geography education. The paper mentions 2 pilot programs and 15 geographic alliances sponsored by the National Geographic Society. The latter provides a forum for inservice teacher training, a healthy exchange of teaching ideas, and grass-roots involvement in curriculum revision. (MLH)

What Works. Research about Teaching and Learning. Second Edition.
Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 99p.; Foreword by William J. Bennett, Secretary of Education. Introduction by Chester E. Finn, Jr., Assistant Secretary for Research and Improvement. Supersedes first edition, ED 263 299.
AVAILABLE FROM- Consumer Information Center, Pueblo, CO 81009 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Back to Basics; Classroom Techniques; *Core Curriculum; Educational Improvement; Educational Practices; Educational Principles; *Educational Research; Elementary Secondary Education; Family Role; *Family School Relationship; Instructional Design; Instructional Effectiveness; *Instructional Improvement; Learning Processes; Learning Strategies; Parent Influence; School Effectiveness; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Excellence in Education

Educational research studies conducted in recent years are distilled into 59 significant findings or conclusions that can be used as a practical guide for parents and teachers seeking those educational practices found to be most effective in helping children to learn. The 59 findings are displayed one to a page. Each page is organized into three parts: (1) the "research finding," stated succinctly; (2) several paragraphs of "comment" elaborating on the finding; and (3) "references" to the major educational research studies that support the finding. The findings cover such topics as: reading to children, counting, early writing, developing talent, getting parents involved, phonics, science experiments, managing classroom time, tutoring, memorization, homework, school climate, discipline, effective principals, cultural literacy, foreign language, rigorous courses, extracurricular activities, and preparation for work. The 59 findings are grouped under three major headings: Home (9 topics), Classroom (29 topics), and School (21 topics). This handbook represents a concerted effort to demonstrate that the educational process is susceptible to being understood and that research can reveal practical concepts that will improve that process. It is an attempt to supply clear, accurate, reliable, and non-controversial information to parents and educators on some of the most important *everyday educational questions. The original "What Works"* (March 1986) contained 41 selected research findings about what works when

it comes to educating a child. This updated edition contains an additional 19 findings, covering such topics as: television, teacher feedback, behavior problems, illustrations, solving word problems, cooperative learning, reading aloud, character education, libraries, attendance, success in a new school, mainstreaming, school to work transition. One earlier finding, on unexcused absences, was dropped. (WTB)

ED 280 954 CE 046 723

Urshan, J.
Enjoy Life in the Fast Lane.
PUB DATE- 86
NOTE- 9p.; For a related document, see CE 046 722.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adults; *Consumer Education; *Food; Food Stores; Home Economics; Homemaking Skills; *Money Management; *Purchasing

This guide to supermarket shopping provides information in an outline format. It first covers preliminary activities such as determining family needs, shopping on a budget, and planning at home. A number of suggestions are then made for the actual shopping. Topics include shopper aids (unit pricing, nutritional labeling, freshness coding), store layout, unadvertised specials, reading labels, buying in season, buying in large quantity, comparison shopping, substitution, and alertness at the checkout counter. Attachments include a true/false food shoppers IQ test and a sample shopping list. (YLB)

ED 280 981 CE 046 774

Cumming, C. E.
Curriculum Costs: Vocational Subjects.
London Univ. (England). Inst. of Education.

PUB DATE- May 86
NOTE- 14p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Costs; Developed Nations; Developing Nations; *Educational Finance; *Educational Research; *Foreign Countries; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Colombia; Kenya; Tanzania; United Kingdom

To establish a definition of costs in education, a "concept map" is established to which inevitable questions of inclusion and exclusion can be addressed. A specific case, namely the costs of practical/vocational subjects, is then presented. It also includes a profile of benefits, since with regard to vocational education, much more than with other curriculum subjects, the issue of whether it is at all possible to discuss costs without reference to putative benefits demands consideration. The second part of the paper aims to obtain guidance from the published literature on the costs and benefits of practical/vocational subjects relative to other curricula. This research include studies on the direct recurrent expenditures incurred by society, a study on costs in British further education, a cost-benefit analysis of vocational education in New York City high schools, a comparison of costs of vocational and comprehensive secondary education and the labor market success of the two types of schools, a study of the differential costs of curricula in junior colleges, studies of the costs of vocational education in Thailand, a study of cost structures of secondary schooling in Tanzania and Colombia, and the Swedish International Development Authority study of practical subjects. Five conclusions regarding costing in education in general and costing of vocational subjects in particular are offered. (YLB)

ED 280 995 CE 046 796

Zukas, Miriam, Ed.
Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA). Papers from the Annual Conference (16th, Hull, England, 1986).
Leeds Univ. (England). Dept. of Adult and Continuing Education.; Standing Conference on Univ. Teaching and Research in the Educatio of Adults.
PUB DATE- 86
NOTE- 212p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Action Research; *Adult Education; Comparative Education; *Educational Research; *Evaluation Methods; International Cooperation; Older Adults; Politics of Education; Postsecondary Education; Program Evaluation; *Research Methodology; *Research Needs; Research Problems; Young Adults
IDENTIFIERS- Discipline Based Research; Evaluation Research; *Participatory Research

The main theme of the conference was the politics of adult education research. The following papers from the conference are included in this compilation, following the opening address (Nisbet): "Some Tension Points in Adult Education Research" (Bryant and Usher); "Key Issues in Adult Education Research" (Gerver); "Some Issues in Adult Education Research" (Jones); "Key Issues in Adult Education Research" (McIntosh); "Key Issues in Adult Education Research" (Oglesby); "Political Repression of Adult Education in the U.S., 1919-1920" (Hellyer); "Discipline-Based Research: Briefing Paper" (Squires); "Changing Perceptions of the Philosophy of Education and Adult Education" (Lawson); "A Researchable Politics of Adult Education?" (Griffin); "The Study of Adult Education, the Subject Specialist and Research" (Bright); "The Theory-Practice Problem and Psychology as a Foundation Discipline in Adult Education" (Usher); "Subject-Based Research" (Forester); "Evaluation Research in Adult and Continuing Education: An Introduction" (Percy); "Evaluation in Adult Education: Some Points for Discussion" (Jones); "Political Perspectives on Adult Education Research with Particular Reference to Methodology" (Alexander); "Called to Account: Accountability and Objectivity" (Armstrong); "Education and Older Adults--A 'Mapping Exercise'" (Withnall); "The Use of Computers in Course Programme Evaluation: A Discussion Paper" (Thomas); "Evaluation of Learning Activity in Voluntary Organisations" (Barnes); "Evaluation Research in Adult and Continuing Education: A Postscript" (Percy); "Workshop on Action/Participatory Research" (Miller); "Workshop Report" (Brown); "Conceptualizing International Adult Education as a Field of Study and Practice" (Boucouvalas); "International Adult Education: Comparative Analysis of the Younger Adult" (Haffenden), "Education for Change: Some Issues in International Comparative Adult Education" (McIntosh); and "Report of the Kellogg Fellows to the International and Comparative Adult Education Forum" (McIntosh). Conference participants are listed. (MN)

ED 281 009 CE 046 855

Rickman, Louise
Exploring Careers in Business. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Mar 87
NOTE- 223p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Catalog No. BOE-1-I).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business Education; Career Choice; *Career Education; Career Exploration; Competency Based Education; Demand Occupations; *Employment Opportunities; *Employment Potential; *Job Skills; Learning Activities; Lesson Plans; Occupational Information; *Office Occupations Education; Secondary Education; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Units of Study; *Vocational Education
IDENTIFIERS- Missouri

This curriculum guide was developed to update information that is crucial to business and office students as they examine career possibilities and go about the job-seeking process. New information in the areas of job descriptions, career terminology, statistics related to career opportunities, placement, and careers with high rates of projected growth in the next decade are included in this revised guide. Reference/resource listings, including many computer-assisted materials, have also been updated and expanded. Four units cover the following topics: the importance of choosing a career, personal qualities for the world of work, sources of information and occupational requirements, and developing a career plan. Each instructional unit includes these basic components: performance objectives, suggested activities for teachers and students, information sheet, assignment sheets, key to assignment sheets, transparency masters, test, and test key. Units are planned for more than one lesson or class period of instruction during a one-semester course. Lessons can be utilized as an introductory part of a vocational course; several of the units could also be used in postsecondary and adult training programs. Appendixes to the guide list references and supplementary resource materials. (KC)

ED 281 022 CE 046 875

Roth, Gene; Tesolowski, Dennis
Integrating Competency-Based Instruction into Vocational Education. Microcomputer Applications for Vocational Teachers: A Competency-Based Approach--Book B.
Idaho State Univ., Pocatello.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 75p.; For related handbooks, see CE 046 874-878.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; *Computer Assisted Instruction; Computer Oriented Programs; Computer Uses in Education; *Curriculum Evaluation; Inservice Teacher Education; Integrated Curriculum; *Microcomputers; Resource Materials; Secondary Education; *Teacher Improvement; Units of Study; Vocational Education; *Vocational Education Teachers
This handbook is the second in a series of five competency-based resource guides on microcomputer applications for vocational teachers. The seven units of instruction in this handbook are concerned with the content of the eight competencies included in the category, "Integrating Competency-Based Instruction into Vocational Education." Units are designed to prepare the teacher to do the following: (1) include job-specific applications of microcomputers in vocational curricula, (2) identify educational applications of microcomputers for inclusion in vocational curricula, (3) develop a plan to apply computer-based instruction to vocational curricula, (4) demonstrate an awareness of microcomputer software for developing computer-based vocational curricula, (5) write specifications for hardware and software based upon vocational curricula requirements, (6) implement a plan to apply computer-based instruction to vocational curricula, and (7) evaluate and modify applications of computer-based instruction to vocational curricula based on innovations in computer technology and work. Components of each unit include unit and specific objectives, informative material, sample forms and evaluation measures, examples, a summary, achievement indicators, and a list of references. (YLB)

ED 281 049 CE 047 016

Annual Southern Region Research Conference in Agricultural Education Proceedings (36th, Williamsburg, Virginia, March 22-23, 1987).
PUB DATE- Mar 87
NOTE- 266p.; For the proceedings of the 1986 conference, see ED 275 826.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agricultural Education; Agricultural Engineering; Career Choice; Computer Assisted Instruction; Delivery Systems; Educational Legislation; *Educational Research; High School Seniors; Job Satisfaction; Microcomputers; Postsecondary Education; Problem Solving; *Research Methodology; *Research Needs *Research Problems; Secondary Education; Student Organizations; Supervised Farm Practice; Teacher Attitudes; Teacher Education; Teacher Morale; Teacher Role; Vocational Education
IDENTIFIERS- Future Farmers of America

The following papers are included in this proceedings of a conference on agricultural education: "Misuse of Statistics" (Miller); "Significance of Doctoral Research in Agricultural Education" (Moore, Bailey, Burnett); "Identification of Science-Related Competencies Taught in Vocational Agriculture Programs in Louisiana" (Moss); "Attitudes Held by Vocational Agriculture Teachers toward FFA Future Farmers of America Proficiency Awards" (Kotrlik); "College Administrators' Image of the Agriculture Teacher Education Programs: A National Study" (Crunkilton, Miller, Lee, Dlamini); "Perceptions of School Administrators toward Vocational Agricultural Programs" (Jewell); "Quality Indicators Used in Hiring: A Comparison of Deans of Education and Chief Administrators of Agricultural Education Departments" (Deeds and Moore); "Determination of the Need for Extension Horticultural Education Programs for Garden Center Employees" (Bradshaw, Arrington); "Instructional Management in Agricultural Mechanics: The Effects of Concentrated Mental Practice on Oxy-Fuel Gas Welding Skills" (Burke); "Relationship between Selected Teacher Presage Variables and SOE Supervised Occupational Experience Quality" (Makin, Miller); "Professional Role Perceptions Held by Two Groups of Vocational Agriculture Teachers in Michigan" (Powers); "Perceptions of Former State FFA Officers in the Southern Region of the United States toward the Profession of Teaching Vocational Agriculture" (Price, Jewell); "Delivery of Adult Education: A Case Study" (Miller, Cano); "Agricultural Interests That Supported the Smith-Hughes Act with Implications for Today's Legislative Process" (Hillison, Herren); "Which Act Started Agricultural Education? Was It Really the Smith-Hughes Act or Was It the Hatch Act?" (Moore); "Evolution of the Problem-Solving Approach in Agricultural Education: A Historical Analysis" (Lass, Moss); "Microcomputer Use in Vocational Agriculture Programs in the United States" (Miller and Kotrlik); "Hearing Loss among Teachers of Agricultural Mechanics" (Burke); "Characteristics and Attitudes Associated with the Use of Microcomputers by North Carolina Vocational Agriculture Teachers" (Malpiedi, Blake); "Factors Affecting Job Satisfaction of North Carolina Vocational Agriculture Teachers" (Beavers, Jewell, Malpiedi); "Assessment of the Morale of Beginning Vocational Agriculture Teachers in Illinois" (Flowers, Pepple); and "Factors Related to the Career Decisions of Seniors Who Have Taken Vocational Agriculture" (Kotrlik, Harrison). (MN)

ED 281 064 CE 047 039

Turner, Monica
Literacy Work with Bilingual Students. A Resource for Tutors.
Adult Literacy and Basic Skills Unit, London (England).; Inner London Education Authority (England).
REPORT NO.- ISBN-0-906509-56-4
PUB DATE- May 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Bilingual Education; Case Studies; Classroom Techniques; Cloze Procedure; English (Second Language); Foreign Countries; Language Experience Approach; *Literacy Education; Phonics; *Reading Skills; *Second Language Instruction; Second Language Learning; Skill Development; Teaching Methods; *Tutoring; *Writing Skills
This handbook is intended to introduce tutors to literacy work with bilingual students who are fairly fluent speakers of English and who are often to be found in a literacy class for native speakers of English. The introductory section, which deals with literacy and the second language learner, covers influences on and difficulties encountered while learning a second language as well as the processes involved. The next five sections cover the following aspects of helping nonnative speakers of English improve their literacy skills: giving students responsibility (students' expectations and examples); developing writing skills (personal expressive writing, techniques in correcting students' writing, more formal writing, and materials); learning to spell (influence of the mother tongue and ways of developing strategies for spelling); developing reading skills (practical approaches to work with beginning readers, materials, and methods of developing reading skills); and developing language (language in the context of literacy, methods, the role of listening and speaking, and materials). The section on practical approaches for work with beginning readers includes language experience, unfamiliar words, cloze, phonics, and visual recognition, and the section on reading materials contains guidelines for selecting and using texts. (MN)

ED 281 093 CG 019 827

Miller, Leonard S.
Efficiency in California-Type Community-Based Long-Term Care Waiver Systems.
PUB DATE- Mar 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; Cost Effectiveness; *Cost Estimates; *Deinstitutionalization (of Disabled); Health Insurance; *Home Programs; Individual Needs; Nursing Homes; *Older Adults; Program Costs; Social Support Groups
IDENTIFIERS- *California; Frail Elderly; Long Term Care; *Multipurpose Senior Services Program
Interest in the development of community-based long-term care (CBLTC) programs as a substitute for institutional-based care has been steadily growing. The estimated benefits from the Multipurpose Senior Services Program (MSSP), California's intensive CBLTC system, were measured by the expected increase in community residency days for clients for a 6-month care period. The evaluation suggests that benefits are 20 times larger for the average frail group client compared to the average strong group client, yet the total additional cost of the average frail group client is estimated as only 20 percent more than the total additional cost of the average strong group client. Administrative costs are a large proportion of the additional costs of caring for the frail group. CBLTC programs should focus their care on the more frail clients and alter practices to reduce administrative costs. If the feasibility for community-based care were incorporated into California's present Medicaid nursing home review, more frail CBLTC clients would be located in nursing homes. Using MSSP's client frailty prediction (probability of death or nursing home entry in 6 months) would assist in locating frail clients in community living situations. Altering case management practices so that two-thirds of California's CBLTC clients received intensive case management until their community living situations stabilized (e.g., 3 months), and thereafter continued receiving intensive services with non-intensive case management, would reduce administrative costs by a factor of two. (NB)

ED 281 107 CG 019 841

Stein, Judith A.; And Others
Use of Mental Health Services among Sexually Assaulted Community Respondents: The Los Angeles Epidemiologic Catchment Area Project.
PUB DATE- Sep 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Emotional Adjustment; *Emotional Response; *Human Services; *Medical Services; *Mental Health Programs; *Sexual Abuse; *Use Studies
Several studies have shown that sexual assault may lead to psychiatric problems such as depression, fear or anxiety, substance abuse, or sexual distress. As part of an epidemiologic survey to determine base rates of mental disorder in a Los Angeles household population, 3,132 respondents were surveyed about their sexual assault experiences and use of services for mental health reasons. Using a two-stage probability sampling technique, male and female adults were selected from two mental health catchment areas, one comprised primarily of Hispanics and one primarily of non-Hispanic Whites. Respondents reported their lifetime use of general medical services (e.g., non-psychiatric medical doctor, hospital emergency room), specialty mental health services (e.g., psychiatrist, social worker), and human services (e.g., clergy, crisis center). Almost one-quarter of the assaulted respondents (weighted) reported using general medical services compared to less than 9% of the nonassaulted respondents. Weighted percentages among assaulted compared to nonassaulted respondents were about three times higher for use of specialty mental health services (42% versus 14%) and human services (37% versus 11%). These findings are consistent across gender, age, ethnicity and DIS/Diagnostic and Statistical Manual of Mental Disorders-III (DIS/DSM-III) disorder, with use of mental health services more dramatically associated with sexual assault among those with versus without a DIS/DSM-III disorder. (Author/NB)

ED 281 122 CG 019 856

Binning, John F.; Fernandez, Guadalupe
Heuristic Processes in Ratings of Leader Behavior: Assessing Item-Induced Availability Biases.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Rating Scales; *Bias; Cognitive Processes; College Students; *Evaluation Criteria; Evaluators; Heuristics; Higher Education; *Leaders; *Memory; *Recall (Psychology)
IDENTIFIERS- *Availability Heuristic
Since observers' memory-based ratings of organizational phenomena provide data in research and decision-making contexts, bias in observers' judgments must be examined. A study was conducted to explore the extent to which leader behavior ratings are more generally biased by the availability heuristic. The availability heuristic is operative when a rater judges the frequency of occurrence of a behavior by the ease with which specific instances of that behavior can be remembered. The extent to which certain characteristics of behavior description items underly differences in the way examples of these behaviors are retrieved from memory was investigated. A literature review identified six possible determinants of availability differences between behavior description items. College students (N=96) rated each behavior description of the Leader Behavior Description Questionnaire (LBDQ) on one of the six identified availability components. All 100 items of the LBDQ were rated separately by 16 subjects for each availability component. The results strongly support the hypotheses that availability of items (i.e., more specific, valent, imagineable, dramatic, familiar and retrievable) would significantly correlate with actual ratings of leader behavior, reported in two previously published studies, and that these correlations would be larger when little actual stimulus behavior was present prior to rating compared to conditions where actual behavior was present. (Author/NB)

ED 281 136 CG 019 870

Kalichman, Seth C.; And Others
Incestuous Abuse: Licensed and Non-Licensed Clinicians' Attitudes and Reporting.
PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Age Differences; *Attribution Theory; Child Abuse; Children; *Child Responsibility; Client Characteristics (Human Services); *Compliance (Legal); Counselor Attitudes; Daughters; Fathers; *Incest; *Mental Health Clinics; Parent Child Relationship; *Parent Responsibility; Professional Personnel; Sexual Abuse

Victims of father-daughter incest may develop a number of social and emotional problems which motivate them to seek mental health services. A study was conducted to (1) investigate the patterns of father-daughter incest responsibility attribution by clinicians working within mental health facilities and (2) explore clinicians' tendency to report incest as a specific case of child abuse. Mental health professionals (N=71) at two mental health centers completed a four-part survey consisting of: (1) the Jackson Incest Blame Scale (JIBS); (2) a second measure of responsibility attribution; (3) two open-ended questions on awareness of state mandatory reporting laws and their tendency to report incest; and (4) a brief history of professional background. The results revealed that subjects attributed the greatest degree of responsibility to the father and the least to the daughter on all measures of responsibility attribution, and also attributed a substantial amount of responsibility to the mother. Compared to female clinicians, male clinicians were found to attribute significantly greater responsibility to the mother and to attribute significantly more responsibility to the daughter on the JIBS. Daughter age had a significant effect on the clinicians' attribution of responsibility to the father and daughter. Results also indicated significant differences between licensed and non-licensed clinicians in their knowledge of reporting laws and their tendency to report incest. Further research is needed to examine practitioners' differential treatment of abuse victims depending upon type of abuse involved and victim's age. (NB)

ED 281 176 CS 008 787

Oversight on Illiteracy in the United States. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 20 Mar 86
NOTE- 189p.; Serial No. 99-91. Parts of the document contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; Educational Improvement; *Educational Legislation; Educational Needs; Educational Quality; Elementary Secondary Education; Functional Literacy; *Illiteracy; *Literacy Education; Phonics; Reading Skills; Reading Strategies; Sight Method

Consisting of testimony and written statements presented to the House Subcommittee on Elementary, Secondary, and Vocational Education, this report deals with the problem of illiteracy in the United States. Proceedings begin with a statement by Charles M. Richardson of Sperry Corporation, an education consultant and former reading tutor; Charles J. Micciche, Superintendent of Schools, Groveton, New Hampshire; Sally Queal, special education instructor, accompanied by Tracy Willyard, literacy program participant; Ann MacTier, Omaha Board of Education member; and Dr. Dorothy Strickland, professor of education, Teachers College, Columbia University, New York. The remainder of the report presents letters and enclosed statements sent to Subcommittee chair Hon. Augustus F. Hawkins, by parents, teachers, researchers, Arizona Senator Barry Goldwater, authors, and the American Legion. The letters and statements address the apparent decline in reading skills, the need for phonics instruction in the curriculum, and a greater emphasis on educational "basics." (AEW)

ED 281 217 CS 210 441

Gorrell, Donna
Writing across the Curriculum in Adult Basic Education.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Content Area Writing; Curriculum Development; Instructional Improvement; Program Content; *Teacher Role; Teaching Methods; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- Expressive Writing; Free Writing; Journal Writing; *Writing across the Curriculum
Adult basic education programs could teach writing by incorporating writing across the curriculum to learn as well as to communicate. Since expressive writing is a good way to encourage students to write without intimidating them, a free writing period genuinely could be productive if the teacher assigned a definite subject, such as a topic that had just been discussed. Free writing, usually in the form of journals, could be used (1) to start discussions, (2) to focus attention, (3) to summarize lessons, (4) to re-orient lost classes, (5) to respond to readings, (6) to generate paper topics, and (7) to monitor class progress. Disabled writers such as those in adult basic education classes need opportunities and encouragement to write to enable them to learn more about their areas of study and to discover that writing is not such an intimidating process. Teachers could then move on to provide instruction in form, structure, and ways of organizing ideas, also with a cross-curricular approach. It would then be the instructor's responsibility to intervene at any step of the process that troubled a student and to help throughout revision, thereby teaching the revision process. High school noncompleters need to write not just to pass the high school equivalency test but also to live fuller lives in many personal ways, from recording a telephone message to sending letters of inquiry to writing to family and friends. And all of these personal applications of writing skill could provide invaluable preparation for the workplace. (AEW)

ED 281 244 CS 210 481

Gleason, Timothy W.
The Fact Is, It's an Opinion: The Fact/Opinion Distinction in Fair Comment.
PUB DATE- Aug 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Constitutional Law; Court Judges; *Court Litigation; *Freedom of Speech; *Language Usage; Laws; *Legal Problems; Opinions
IDENTIFIERS- *Fact Opinion Distinction; Fair Comment; First Amendment; Legal Precedents; *Libel; Press Law
The establishment of First Amendment protection for statements of opinion has extended the category of protected expression, but judicially created tests for distinguishing fact from opinion provide limited guidance for judges and place little constraint on judicial interpretation of language. In writing the Supreme Court's majority opinion in "Gertz vs. Welch," Justice Powell rejected the concept of the existence of a "false idea," asserting an absolute constitutional protection for ideas or opinions. The combination of this assertion and the constitutional requirement that judges pay attention to the context in which language is used has become a powerful precedent for the expansion of the types of expression protected under the defense of fair comment. However, an overview of the legal history of the fact/opinion distinction within the constitutional law of fair comment shows that existing tests do not ensure predictable, consistent protection either for freedom of the press or for reputation. While it would be unrealistic and unwise to expect judges to adopt the perspectives or methods of communication research, the law of libel is based upon judicial assumptions about communication, and an understanding of the questions raised by judicial interpretation of language would help explain the failure of existing fact/opinion tests. Judicial appreciation of a fine turn of phrase or a well-crafted sentence is too fragile a thread for protection of freedom of the press. The

case law concerning the fact/opinion distinction is loaded with uninformed judicial assumptions about the way in which audiences interpret text and receive messages, and answers to communication questions would inform and clarify the legal question. (NKA)

ED 280 968 CE 046 761

Oxenham, John
What Do Employers Want from Education?
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 9p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Educational Needs; *Employer Attitudes; *Employment Qualifications; Job Training; Regional Characteristics; Relevance (Education); *School Business Relationship; School Role

The overwhelming impression from an examination of developing nations throughout the world is that there is no neat and universal explanation of what employers want from school and university education. Neither does there appear to be any firm connection between scholastic qualifications and job functions. The nearly universal absence of a systematic matching of jobs and employees makes it more appropriate to think in terms of a theory based on unexamined assumptions, rules-of-thumb, inertia, and narrow responses to changing circumstances. The only consensus seems to be that some schooling for employment in the modern job sector is desirable. Apart from that, the relative importance of such factors as having adequate preparation, identifying ability and potential, screening for social compatibility, or political screening is subject to dispute and wide variation. Qualifications or educational credentials appear to function simply as a convenient starting point for employers, whether they be small organizations or governments (when they are acting as employers). When acting as educators, however, governments should recognize explicitly that the links between levels of schooling and particular jobs are largely arbitrary. They might then organize their educational reforms with less attention to labor force development and more attention to high-quality schooling from the first grade. Employee selection and job-specific training appear to be best left to employers. (MN)

ED 281 036 CE 046 921

Interactive Microcomputer Videotape Software for Vocational Agriculture Programs in Secondary Schools. Final Report.
Texas Tech Univ., Lubbock.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 30 Jun 86
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Auto Mechanics; Computer Assisted Instruction; Computer Oriented Programs; Educational Technology; *Interactive Video; *Outcomes of Education; Secondary Education; Small Engine Mechanics; State Programs; *Teaching Methods; *Videotape Recordings; Vocational Education
IDENTIFIERS- Texas

The purpose of the project described in this report was to investigate the feasibility of interactive microcomputer/videotape software for use in Texas vocational agriculture programs. An extensive literature review was conducted to determine the value of videotaped and interactive videotaped lessons and to check what equipment and programs were available. The necessary interfaces between existing microcomputers and videotape hardware commonly found in Texas were determined. Project investigators then developed the interactive video software for a course on auto mechanics and pilot tested 2 lessons on small engine operation and maintenance with 55 students from 4 Texas high schools. (Handicapped students were included.) Students were divided into two groups: one control group which was taught with video and the other which received instruction by interactive video. Students were tested for immediate recall and by a posttest about one week later. Each test consisted of two questions. As measured by the immediate recall test, interactive video was rated a significantly superior method of presenting selected small gasoline engine topics; however, the posttest showed no significant difference between the outcomes of the two methods. Further recommendations were made for further research using more students, more questions, and more subject areas before implementing interactive video technology. (The report presents a detailed, step-by-step description of the production of the interactive videotape lessons. A seven-page bibliography is provided; the appendixes include the student tests.) (KC)

ED 281 078 CG 019 811

AIDS: Information/Education Plan to Prevent and Control AIDS in the United States.
Public Health Service (DHHS), Rockville, Md.
PUB DATE- Mar 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Disease Control; *Educational Planning; High Risk Persons; *Information Dissemination; Mass Media; Prevention; *Public Education; *Public Health
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

This document presents a comprehensive Public Health Service plan for informing and educating the American public about Acquired Immune Deficiency Syndrome (AIDS). The plan specifies the audiences to be addressed by this effort, the basic elements of AIDS information and education, and the means by which this education will be accomplished. Mass media campaigns, health education programs, demonstration programs, a clearinghouse of AIDS information, critical agency cooperation, and the development of special information for use by educators are discussed. Part I of this report, Overview, contains an introduction and sections on planning, implementation, evaluation, and a time table. Part II presents basic elements of AIDS information. Part III, Components of the Plan, presents an action matrix and action steps for each of the four major information/education effort components: (1) the public; (2) school and college aged populations; (3) persons at increased risk or infected; and (4) health workers. Part IV contains appendices of accomplishments through 1986, a list of Public Health Service available materials, and a glossary of abbreviations for federal organizations. (NB)

ED 281 150 CS 008 753

Brozo, William G.; Curtis, Carol L.
Unskilled College Readers' Comprehension of Connected and Disconnected Text. College Reading and Learning Assistance Technical Report 87-01.
Georgia State Univ., Atlanta.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Connected Discourse; Critical Reading; Discourse Analysis; Higher Education; *Inferences; *Reading Achievement; *Reading Comprehension; Reading Research; Reading Skills; *Remedial Reading
IDENTIFIERS- *Connectives (Grammar); Textual Analysis
Divided into two phases, a study investigated the differential effects of text with and without logical connectives on college developmental readers' comprehension. In the first phase, 44 sophomores from two sections of a college developmental reading course were administered a cloze comprehension exercise along with a class of 50 regular education students (the control group) to assess their existing knowledge of connectives. Results showed that the control group significantly outperformed both developmental reading groups, who performed similarly. These results verified that the developmental readers had limited knowledge of the role of linguistic connectives in understanding connected discourse. In the second phase, a group of developmental readers (Group 1) read a passage that had intra- and inter-sequential connectives, while another group (Group 2) read the same passage without connectives. Both groups then completed a multiple choice questionnaire. Results supported the hypothesis that readers receiving the connected text would better understand how ideas were linked together, resulting in superior performance on the questions requiring inferencing ability. Findings indicated that Group 1 outperformed Group 2 on the comprehension test. Both groups performed similarly on the explicit questions, but Group 2 answered correctly significantly more questions requiring inferencing. (JD)

ED 281 163 CS 008 772

Strickland, Dorothy S.; And Others
Using Computers in the Teaching of Reading. Computers in the Curriculum Series.
REPORT NO.- ISBN-0-8077-2823-3
PUB DATE- 87
NOTE- 240p.; Foreword by George E. Mason.
AVAILABLE FROM- Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; Copyrights; Curriculum Development; Databases; Elementary Secondary Education; Higher Education; Microcomputers; Programed Tutoring; Programing Languages; Readability; *Reading Instruction; *Reading Processes; Reading Teachers; *Reading Tests; Word Processing
IDENTIFIERS- BASIC Programing Language; LOGO Programing Language

Noting that the proliferation of computers in the schools requires teachers to know the best ways to use them, this book shows how the computer can be used in a reading and language arts curriculum as tool, tutor, and tutee with currently available software. Chapter one defines the reading process in terms of its relationship to background experiences and language cue systems and, based on this definition, describes the productive use of computers. Chapters two and three describe how the computer can be used as a writing tool and a teacher's tool in a reading and language arts curriculum. Chapters four and five delineate how the computer can be used as a tutor--for drill and practice and through interactive reading and writing software packages. Chapter six discusses computer use as a tutee and software programs that students can manipulate as well as two programming languages, LOGO and BASIC, for reading and thinking skill development. Chapter seven introduces practical considerations for organizing and evaluating computer programs. Finally, chapter eight discusses critical issues and trends related to the computer and the teaching of reading and language arts. A guide to resources providing software and computer-related information is appended. (SRT)

ED 281 189 CS 008 805

Lloyd, Carol V.; Contreras, Norma J.
The Role of Experience in Learning Science Vocabulary.
PUB DATE- Dec 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Elementary Education; *Experiential Learning; Grade 4; *Reading Comprehension; Reading Instruction; Reading Research; Science Instruction; Scientific Concepts; *Teaching Methods; *Vocabulary Development; Word Recognition

Comparing traditional to experiential instruction, a study investigated whether teaching content area vocabulary using hands-on experiences and teacher/student interaction would result in greater vocabulary knowledge and better comprehension of a related text than conventional dictionary work. Subjects, 45 fourth grade students from a chapter 1 school in the American Southwest, were evaluated as either low, average, or high ability readers and were assigned to one of three treatment groups that taught or exposed them to 12 vocabulary words regarding the water cycle. The experimental group used the scientific method and teacher/student interaction. The traditional group was required to locate vocabulary words either in the glossary of the textbook or in the dictionary, and the control group received no treatment. All subjects were then administered a vocabulary test based on a passage about the water cycle taken from a fourth grade science book. Analyses indicated significant positive effects for both treatment and reading ability. Findings also showed that the experimental group performed significantly better than either the traditional or control groups, whose performances were not significantly different. The high ability readers performed significantly better than either the average or low groups, which were not significantly different. Results also supported the notion that teacher/student interaction can facilitate overall

understanding of a related science text and can be an integral part of the learning process. (Tables of data and 4 pages of references are included.) (JD)

ED 281 203 CS 210 422

Roth, Robert G.
Addressing Unknown Readers: The Expanded Other Meets the Self.
PUB DATE- 19 Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Audiences; Higher Education; *Reader Text Relationship; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness
In order for students to write for a general audience, they must be able to address unknown readers. Research into how successful writers perceive their audience suggests that they write to an audience who is an idealized version of themselves. Writing for an unknown audience can be a writer's search for common ground, for a set of beliefs and assumptions writers may share with their readers. Writing well for others depends upon writing for oneself in three ways: (1) when writers try to figure out what they believe and why they believe it, they gradually discover what they have to say to others; (2) by reading their emerging texts for themselves, writers discover further things to say to others; and (3) when revising a completed portion of text, writers test the likely effects of their words on other readers by becoming their own readers. Once this interdependence between writer and audience is understood, writers are in a better position to appreciate the role of audience during revising. Students should be encouraged to let their audience representations evolve and to discover how writing to validate their ideas in others' eyes helps to clarify their ideas to themselves. (Eighteen references are included.) (SRT)

ED 281 231 CS 210 460

Pedersen, Elray L.
The Effectiveness of Writer's Workbench and MacProof.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; *Computer Software; Educational Technology; *Freshman Composition; Higher Education; Individualized Instruction; Microcomputers; Revision (Written Composition); *Word Processing; *Writing Evaluation; Writing Improvement; Writing Instruction; Writing Research
IDENTIFIERS- *MacProof; Text Editors; *Writers Workbench (Computer Software)
To determine how much electronic writing-analysis programs can offer college students and how valuable computerized text actually is, nine college student essays and nine professional essays were analyzed using text editors. The student essays (three each rated "superior," "average," and "failed") and the professional essays (three each by William Jennings Bryan, John F. Kennedy, and Abraham Lincoln) were subjected to electronic text analysis using Writer's Workbench and MacProof. Writer's Workbench, the oldest and most highly-developed text analysis program currently available to students, is capable of analyzing writing for 30 different traits. The MacProof program, version 2.0, runs on the MacIntosh personal computer and was used because of its wide availability and similarity to Writer's Workbench. Data on all student and professional essays pertained to a number of criteria, including spelling, sentence length/structure, number of "to be" verbs, and number of words. The Writers Workbench reports were superior to the MacProof reports for all 18 papers on all writing qualities studied except for spelling and "be" forms. In contrast, MacProof's writing analysis reports were limited in scope and usefulness. Data on readability, sentence length, and frequency of use of "to be" verbs proved helpful, but, overall, the text analysis reports were misleading and overly simplified. The text analysis programs simply did not address the many key elements of student writing evaluated by even the most inexperienced of writing teachers. (AEW)

ED 281 258 CS 505 601

Jensen, Marvin D.
Helical Thought Development and Chronology Revision: Intrapersonal Communication Processes Reflected in Memoirs.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Autobiographies; *Cognitive Development; *Cognitive Processes; Cognitive Structures; Communication (Thought Transfer); Course Content; Higher Education; *Inner Speech (Subvocal); Revision (Written Composition); Self Concept; Speech Instruction; Writing (Composition); *Writing Processes
IDENTIFIERS- Helical Thought; *Intrapersonal Communication; *Student Journals
Noting that the study of intrapersonal communication (inner speech) is increasingly recognized as an integral part of communication education, this paper argues that introspective writing, such as memoirs and personal journals, can be studied in communication classes for the confirmation they offer of theoretical descriptions of internal communication. Specifically, the paper argues that this kind of writing can be analyzed to discover common patterns in intrapersonal communication, such as helical thought development and chronology revision. The first major section of the paper discusses the helical model of communication, which uses the helix as a representation of the spiraling nature of intrapersonal communication, a continuing process that builds on past experience and affects future interactions. It illustrates this form of

reflective writing with examples from the memoirs of Linda Leonard, Lynda Van Devanter, A. L. Rowse, Rosalynn Carter, and May Sarton. The second section of the paper deals with chronology revision as it appears in the writings of Hilary Masters and Eudora Welty, while the third section looks at reordering chronology to develop a personal myth, which is illustrated in the works of Masters and Sarton. The paper concludes that memoirs and journals are particularly useful because their writers sometimes reflect on the very mental processes they are recording, giving insights into the very nature of human thought. (FL)

ED 281 270 EA 019 289

Bredeweg, Frank H.
United States Catholic Elementary and Secondary Schools, 1986-1987. A Statistical Report on Schools, Enrollment, & Staffing.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 87
NOTE- 28p.; For earlier editions, see ED 245 308, ED 256 052, and ED 273 034.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007 ($7.30 prepaid; $3.00 for shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; Definitions; *Demography; Elementary Secondary Education; *Enrollment; Enrollment Influences; *Enrollment Trends; Ethnic Groups; Minority Groups; Population Trends; Private Schools; Professional Personnel; Public Schools; School Demography; School Size; *School Statistics; Staff Utilization; *Statistical Surveys; Teacher Evaluation; Teacher Student Ratio
IDENTIFIERS- Bredeweg (Frank); National Center for Educational Statistics
This publication contains the core school, enrollment, and staffing data of the National Catholic Educational Association's historical file. A page of statistical highlights of the current status of Catholic schools is followed by (1) an introductory essay by Frank H. Bredeweg, C.S.B., which briefly describes the growth of American Catholic education from colonial times to the present day; (2) a definition of private education; and (3) a report by the National Center for Education Statistics on the dramatic upswing in both the number of private schools and their enrollment. Remaining sections in the report present statistics and information on the following

topics: private education by religious affiliation, private schools as partners in education, public and private school relationships, United States population trends, school-age population, student demographics, change and diversification, number of schools, regional changes, types of schools, location of schools, enrollment sizes, student enrollment, enrollment characteristics, enrollment in key states, enrollment in key dioceses, ethnic minorities, minority enrollment trends, comparison of elementary and secondary ethnic enrollment, total staff and pupil/teacher ratios, change from religious to lay staff, and evaluation of staff. Fourteen tables are included. A chart showing schools, enrollment, and full-time teachers by region, state, and diocese is appended. (IW)

ED 281 284 EA 019 348

Garfinkel, Elliot Z.
The Administrative Team, Trust & Gender.
PUB DATE- Apr 87
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Group Dynamics; Interpersonal Relationship; *Management Teams; *Sex Differences; *Social Values; Superintendents; *Trust (Psychology)
This paper describes the first phase of a research study that examined (1) how superintendents define and select their administrative teams; (2) how team values are conceptualized by superintendents; (3) how "trust" is defined and its value perceived by superintendents; and (4) whether or not gender influences the way superintendents define "team" and "trust." The paper begins by citing previous research on differences between men's and women's understandings of the team concept. The potential impact of these differences on men's and women's abilities to trust each other is noted. The paper then describes the study methodology, explaining the selection of the five male and five female superintendents studied, their professional backgrounds, the nature of the interviews to which they submitted, the makeup of their administrative teams, and their stated reasons for selecting male or female team members. The next section of the paper reviews their definitions of the team concept and relates these definitions to gender-specific definitions identified in previous research. The final section of the paper reviews definitions of trust provided by the superintendents and examines the importance they set on trust as a team value. Eleven references are cited. (PGD)

ED 281 298 EA 019 362

Richardson, William M.; Baacke, Clifford M.
Report on the Procurement and Delivery of Fuel Oil.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- May 85
NOTE- 68p.; Some exhibits of computer models may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Building Operation; Comparative Analysis; Computer Oriented Programs; Computer Simulation; *Delivery Systems; Educational Finance; Elementary Secondary Education; *Energy Management; Evaluation Methods; Finance Reform; *Fuel Consumption; *Fuels; Heating; Higher Education; *Money Management
IDENTIFIERS- Maryland (Montgomery County)
Annual use of fuel oil for heating schools and other facilities of the Montgomery County (Maryland) Public Schools, Montgomery County Government, and Montgomery College exceeds four-million gallons. This report examines the processes by which purchases and distributions of fuel oil are made, makes recommendations based on the examination, and suggests computer-assisted models to monitor and aid in decision-making about these processes. After an executive summary and introduction, chapter 1 describes the current fuel oil procurement and delivery systems and presents findings and conclusions about these processes. The second chapter (1) outlines two suggested computer-assisted financial analysis models, the procurement/delivery model, and the usage/price/expenditure model; (2) applies the models using computer simulation to evaluate cost differences for fiscal year 1984; (3) summarizes the study findings; and (4) offers recommendations. Included in five appendices are (1) the actual computer simulations; (2) a computer scenario of how the usage/price/expenditure model might be utilized; and (3) the computerized fuel oil cost evaluation analysis for fiscal year 1984. Sixteen exhibits are included in the report. (WTH)

ED 281 311 EA 019 378

Keck, Daniel B.; Hampton, Bill R.
An Evaluation and Incentive Program for School Administrators: A Professional Approach.
PUB DATE- 23 Feb 87
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Evaluation; Certification; Elementary Secondary Education; *Evaluation Criteria; Experience; *Incentives; *Job Performance; *Productivity; School Administration
IDENTIFIERS- Rand Corporation
This paper provides an overview of traditional administrator evaluation and compensation approaches based on control in three areas: certification, position, and time. Recent research suggests that compensation based solely on acquiring proper academic requirements, responsible positions, or additional experience is unlikely to increase school administrators' professional capability or productivity. Also, the public's demand in the 1970s for greater program accountability has shifted to a demand for personal performance accountability. Reform advocates are pressing for evaluation systems based on clear performance criteria to gauge teacher and administrator effectiveness and support dismissal, training efforts, or differentiated compensation. A Rand Corporation study helps resolve the ongoing performance/product argument by defining teaching in terms of four models: labor, craft, profession, and art. This paper considers all four as applied to administration and describes a professional development plan for four administrative levels: intern, provisional, career, and executive. These levels are amply illustrated by diagrams and accompanying definitions. The plan features differentiated supervision (including peer support and assistance at higher levels) and incentive pay for all administrators available only through the recommendation of peer assessors. Included are 10 figures. (MLH)

ED 280 955 CE 046 724

Lillie, John; And Others
Jobs '87: The Moral and Ethical Challenge of Joblessness and Underemployment in the American Economy. A Special Report.
National Committee for Full Employment, Washington, DC.
PUB DATE- 12 Feb 87
NOTE- 34p.
AVAILABLE FROM- National Committee for Full Employment, 815 16th Street, NW, Suite 301, Washington, DC 20006 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Dislocated Workers; Employment Level; Employment Opportunities; *Employment Patterns; Employment Problems; Family Income; *Government Role; Job Development; *Policy Formation; Poverty; *Public Policy; Quality of Working Life; Salary Wage Differentials; *Underemployment; *Unemployment
IDENTIFIERS- Private Sector
The moral and ethical values enunciated by America's leading religious organizations lay much of the groundwork for its major democratic institutions and establish the benchmarks by which U.S. employment conditions and policies should be measured. The public's perception of the economy's relative well-being is based on oversimplified statistical indicators, and policymakers' and academicians' analysis of the employment situation is based on complex and not-easily-understood indicators. Both groups risk losing sight of the human dimensions of the problems of joblessness and underemployment. Labor market developments in 1986 provided only slight improvements in employment and income for American workers. Unemployment is still high, real wages have fallen, and underemployment has expanded. This labor market deterioration has led to increased poverty and a shrinking middle class. Americans are facing not only the prospect of protracted joblessness but also a deterioration of the type of jobs that are available. The proportion of jobs in the service sector is becoming increasingly unbalanced, and the highest-paid sectors of the economy are undergoing a relative contraction. The result has been a surplus of part-time jobs and lower wages. Despite increasing attention to the problems of job quality, worker dislocation, the increase in poverty-stricken families and the shrinking of the middle class, policymakers need to do far more to achieve improvement in these areas. (MN)

ED 280 982 CE 046 775

Wright, Cream A. H.
Curriculum Diversification Re-examined--A Case Study of Sierra Leone.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 53p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Curriculum Development; Developing Nations; *Economic Development; *Educational Change; *Educational Policy; Foreign Countries; Program Design; *Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- *Sierra Leone
This paper deals with a case study of secondary curriculum diversification as a vocationalization strategy in Sierra Leone. It explores diversification issues from four crucial standpoints that are distinct but highly interrelated. First, diversification is dealt with as a policy that was adopted and actively pursued by Sierra Leone for over a decade, but that has now acquired something of a "latent policy" status. Second, diversification is examined as a major project designed and implemented under the first and second Sierra Leone Government/International Development Agency Education Projects. Third, diversification is dealt with as an on-going practice that has always existed and continues to exist in a multiplicity of forms throughout Sierra Leone's education system. Finally, diversification is re-examined as a crucial educational goal that is intimately linked to national development aspiration and that therefore needs to be pursued relentlessly, though not necessarily through high-profile, high-cost projects. An important contention of the paper is that failure to distinguish between different senses of diversification (as policy, project, or practice) as well as a poor understanding of the links between these different senses, often lead to false judgments, undue pessimism, and premature disillusionment with curriculum diversification. (YLB)

ED 281 023 CE 046 876

Roth, Gene; Tesolowski, Dennis
Planning, Executing, and Evaluating Competency-Based Instruction. Microcomputer Applications for Vocational Teachers: A Competency-Based Approach--Book C.
Idaho State Univ., Pocatello.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 104p.; For related handbooks, see CE 046 874-878.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Teacher Education; *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; Computer Uses in Education; *Courseware; Individualized Instruction; Inservice Teacher Education; Instructional Effectiveness; *Microcomputers; Needs Assessment; Resource Materials; Secondary Education; Student Evaluation; *Teacher Improvement; *Teaching Methods; Units of Study; Vocational Education; *Vocational Education Teachers

This handbook is the third in a series of five competency-based resource guides on microcomputer applications for vocational teachers. The 13 units of instruction in this handbook are concerned with the content of the 14 competencies included in the category, "Planning, Executing, and Evaluating Competency-Based Instruction." Units are designed to prepare teachers to do the following: (1) differentiate among applications of computer-based instruction (CBI), (2) assess students' needs for specific CBI applications, (3) develop lesson plans for incorporating CBI, (4) select appropriate software for specific instructional purposes, (5) modify software, (6) design software, (7) prepare instructional materials to accompany software, (8) modify software documentation for specific instructional use, (9) orient students to CBI, (10) execute CBI, (11) individualize instruction with CBI, (12) assess students' microcomputer skills, and (13) evaluate and modify CBI based on student achievement. Components of each unit include unit and specific objectives, informative material, sample forms and evaluation measures, examples, a summary, achievement indicators, and a list of references. (YLB)

ED 281 065 CE 047 040

Numeracy. Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 1.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- Mar 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Students; *Basic Skills; Computer Literacy; Daily Living Skills; Educational Needs; Foreign Countries; *Functional Literacy; Literacy Education; Mathematical Applications; *Mathematical Concepts; *Mathematics Skills; Minimum Competencies; *Numbers; Outreach Programs; Publicity; Skill Development; Student Needs
IDENTIFIERS- *Numeracy

This collection of papers focuses on numeracy education for adults. In a paper entitled "Functional Numeracy," Terry Riley questions the underlying assumptions of functional numeracy and suggests that the term has often been distorted and oversimplified. Margeret Moss, in her paper "The Language of Numeracy," stresses that numeracy has a language of its own: the code of mathematics that everyone learns in childhood. John Traxler's paper, "Computers in Basic Education," discusses the importance of recognizing computer technology's role as a teaching tool and as a key factor in our social, economic, and political future. In his paper entitled "Numeracy, Publicity, and Outreach," Ken Marks examines adults' attitudes toward returning to school and their general feeling of inadequacy with regard to mathematics. John Willis' paper "Who Are These People with Numeracy Problems?" deals with the reasons why so many adults seem to have difficulties with numeracy. In a paper entitled "Numeracy as a Communication and Coping Skill," Ros Penny states that although mechanical skills are necessary, they need to be used in conjunction with an understanding of basic mathematical concepts. (MN)

ED 281 094 CG 019 828

Gadzella, Bernadette M.; And Others
Validity and Reliability of Revised Inventory of Learning Processes.
PUB DATE- 16 Apr 87
NOTE- 18p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; College Students; Grade Point Average; Higher Education; Identification; *Learning Processes; *Test Reliability; *Test Validity
IDENTIFIERS- Inventory of Learning Processes (Revised)
The Inventory of Learning Processes (ILP) was developed by Schmeck, Ribich, and Ramanaiah in 1977 as a self-report inventory to assess learning style through a behavioral-oriented approach. The ILP was revised by Schmeck in 1983. The Revised ILP contains six scales: (1) Deep Processing; (2) Elaborative Processing; (3) Shallow Processing; (4) Self-Efficacy: Conceptualizing; (5) Self-Efficacy: Memorization; and (6) Methodical Study. A study was conducted to examine the validity and reliability of the Revised ILP by correlating test-retest scores on the inventory for each scale and obtaining intercorrelation among the scales on the first administration of the inventory, and by correlating scores on each of the scales in the inventory with psychology course grades and grade point average (GPA). College students (N=110) completed the inventory at 2-week intervals; course grades and GPA's were obtained at the end of the semester. The results showed that deep and shallow processing correlated significantly and inversely and that deep and elaborative processing correlated significantly and positively. Significant correlations were found between Deep Processing, Elaborative Processing, and Self-Efficacy: Conceptualizing scales and course grades and GPA. Shallow Processing, Self-Efficacy: Memorization, and Methodical Study did not correlate significantly with course grades and GPA. Analysis of test-retest scores for men, women, and total groups revealed significant correlations for all but one scale, Self-Efficacy: Conceptualizing, for men. These findings suggest that the Revised ILP can be effective in determining students' learning styles. Future research is warranted. (NB)

ED 281 108 CG 019 842

An Analysis of Suicides among Those Who Resided on Farms in Five North Central States 1980-1985.
Minnesota State Dept. of Health, Minneapolis. Center for Health Statistics.
PUB DATE- 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Death; *Farmers; *Rural Farm Residents; Self Destructive Behavior; Sex Differences; *Suicide; *Trend Analysis
IDENTIFIERS- *United States (North Central)

This document presents data from phase one of a three-phase study examining suicide rates among farm residents in five states (Minnesota, Montana, North Dakota, South Dakota, Wisconsin) between 1980 and 1985. The first phase is described as involving identification of suicide cases and an initial analysis of their causes. The report contains a literature review, a listing of study objectives, and a description of the study methodology. Results are reported for each of four populations of farm residents identified as being at risk for suicide: farmers, farm women, farm workers, and children and adolescents. Areas discussed for each of these groups include trends across time; age, sex, and marital status; temporal dimensions; and mechanism of injury. It is noted that most of the 797 reported suicides were among farmers (N=589), with very few reported suicides of farm women, farm workers, or children and adolescents, and that death resulting from firearms led all methods involved in suicides among farm residents regardless of occupational cohort. The accuracy of suicide statistics is considered and recommendations for further study are made. Appendices contain information on baseline population data (1980-1985), suicide statistics (1980-1985), certificates of death, and data coding formats. (NB)

ED 281 123 CG 019 857

Binning, John F.; And Others
Evidence for Confirmatory Biases in Interviewers' Questioning Strategies Using a Free Question Generation Methodology.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; College Students; *Employment Interviews; Higher Education; *Information Seeking; Interviews; Job Applicants; *Personnel Selection; *Questioning Techniques; Sex Differences
IDENTIFIERS- *Confirmatory Questioning Strategy
The selection interview is a commonly used procedure for gathering applicant information upon which to base personnel decisions. Synder and Swann (1978) found that people tended to ask questions and generally seek information consistent with their initial beliefs about the person being interviewed. They suggested that this confirmatory questioning strategy might operate in settings such as the employment interview. Studies employing a fixed question selection response format where subjects selected interview questions from the same experimenter-provided list have failed to replicate, for selection interviews, Synder and Swann's finding. The present study employed a free question generation methodology to remove the potential confound caused by unaccounted for differences between experimenter-provided questions. Forty-eight college students generated pilot data for the construction of stimulus material for the study, 126 student interviewers participated in the experiment proper, and 90 students rated the freely generated questions for positivity/negativity. The results indicated that both male and female interviewers adopted confirmatory questioning strategies, asking significantly more negative questions of below average applicants than of above average applicants, regardless of applicant sex. Further results suggest that this same confirmatory bias exists for males and females when asking positive questions of same sex applicants. However, interviewers adopted disconfirmatory strategies when asking positive questions of opposite-sex applicants. (Author/NB)

ED 281 137 CG 019 871

Catterall, James S.
A Process Model of Dropping Out of School: Implications for Research and Policy in an Era of Raised Academic Standards.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 37p.
GRANT- OERI-G-86-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Standards; *Dropout Research; *Dropouts; *Models; National Surveys; Potential Dropouts; *School Holding Power; Secondary Education; *Secondary School Students; *Student Attrition; Student Characteristics

This paper draws on path-like models of student attrition developed by researchers concerned with American higher education to suggest a process model of dropping out of school which is applicable to secondary schools. It notes that existing research on school dropouts has been conducted largely without the guidance of such a model. Central features of the model, the academic and social systems of the school, are discussed and the influence of individual student characteristics and of activities in the larger social system are considered. Accumulated evidence on school dropouts is discussed in light of the suggested model. Ways in which this evidence tends to support the structure and central constructs of the model are explained. Four national longitudinal surveys are identified (Project Talent, Youth in Transition Survey, Survey of Youth and Labor Market Experience, and High School and Beyond Survey) and the major studies describing the surveys and using them to study dropouts are cited along with their findings. Findings are reported in the areas of pupil background factors, in-school performance and activities, and out-of-school interactions. Some implications of the model for future research into dropping out, the effects of legislated academic standards for the high school diploma, and dropout prevention efforts are explored. Four pages of references as well as figures and tables are included. (Author/NB)

ED 281 177 CS 008 788

Comprehensive Instructional Management System (CIMS) Communication Arts 1985-86. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 87
NOTE- 51p.; Prepared by the O.E.A. Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Enrichment; Curriculum Evaluation; Drama; Educational Assessment; Elementary Secondary Education; *Holistic Approach; Integrated Curriculum; *Language Arts; Listening; Program Effectiveness; Program Evaluation; *Program Implementation; Reading Instruction; Speech Instruction; Writing Instruction
IDENTIFIERS- *Communication Arts; *Comprehensive Instructional Program; New York City Board of Education

Using both qualitative and quantitative data, the Office of Educational Assessment/Instructional Support Unit evaluated the 1985-1986 New York City Board of Education's Comprehensive Instructional Management Systems-Communication Arts (CIMS-CA) Project. The 1985-1986 CIMS-CA aimed to (1) implement an integrated communication arts program for grades 7 and 8, along with an assessment component, (2) continue elementary and junior high staff development, (3) complete revision to an integrated communication arts curriculum for grades 4 and 5, (4) pilot and revise assessment instruments for grades K through 6, (5) implement a computer management system, (6) implement a drama component for grades 4 through 8, and (7) continue to expand the project to allow for more participation by students, teachers, and administrators. Results indicated that participating students made statistically significant gains in holistically scored writing samples in grades 1 through 8. In addition, CIMS-CA students in grades 3 through 8 showed statistically significant reading gains overall on city-wide standardized tests in grades 3, 4, 5, and 8. Teachers viewed participation in staff development, test and curriculum design, and implementation as highly successful. Further, results indicated that the inclusion of grades 7 and 8 in the project proceeded smoothly and that curriculum revision for grades 4 and 5 was complete, and the first year of the drama component seemed to have been very successful. Finally, the number of students, teachers, and administrators participating in the program increased significantly. Among the recommendations based on these findings

are to continue regular curriculum evaluation, to involve teachers directly in curriculum development, to maximize staff development and recruitment, and to extend the drama component for a second year. (JD)

ED 281 204 CS 210 423

Anderson, Philip M.; Sunstein, Bonnie S.
Teaching the Use of Metaphor in Science Writing.
PUB DATE- Mar 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Freshman Composition; Higher Education; Learning Strategies; Literary Devices; Metacognition; *Metaphors; Rhetorical Invention; Science Instruction; Technical Writing; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes

A freshman writing assignment sequence encouraged students to use metaphors to think their way through scientific topics, improving their writing skills in the process. The students were all women, aged 18 to 48 years, who had been journal writing for several months but who did not consider themselves competent readers or writers. Reading material was chosen for its use of metaphors to explain scientific topics. The writing component began with the students' own sometimes sketchy technical and scientific knowledge. At first, the students simply explored their topics. Later they were required to shift psychologically from the writer's or participant's role to the reader's or spectator's role. This revision stage also included shifting from the transactional to the poetic and from simile to metaphor. The students found that metaphors made a fluent connection between their personal experience and a scientific model, and they were encouraged to reflect on how they had benefitted from the stages of the assignment sequence and to examine their own cognitive growth. In the final stage, they wrote about their rhetorical choices and the thinking strategies they had used. The students agreed that their writing and grasp of the subject matter were improved by the use of metaphorical writing and thinking processes. (Fourteen references are included.) (AEW)

ED 281 218 CS 210 442

Harris, Muriel
Tutorial Instruction: Another Dimension Needed in Writing Programs.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Peer Teaching; *Teacher Student Relationship; Teaching Methods; *Tutoring; Writing Difficulties; *Writing Improvement; Writing Instruction; *Writing Laboratories; Writing Processes; Writing Skills
IDENTIFIERS- Audience Awareness; *Tutor Role
Classroom teachers and administrators often see the writing lab as a simple extension of the classroom experience, rather than as the tutorial practice that it should be with interactive one-to-one teaching. Students should be acting participants, spending at least 50% of lab time talking, questioning, trying out, practicing, and composing. Tutors should be nonjudgmental and nonevaluative in helping the student achieve better composition solutions. Tutoring adds the following elements to writing instruction: (1) instruction "in," not "about" the writing process (a tutor guiding a student through some organizing strategies with a specific piece of writing helps that student in ways that a textbook chapter about organizing cannot); (2) opportunities for dialogue (as the writer-tutor dialogue develops, the writer learns how to engage, clarify, think about, and structure a topic); (3) awareness of audience (the tutor gives immediate feedback, noting where more content or explanation is needed or where questions arise in the reader's mind); and (4) interactive instruction and diagnosis (when writers are working on rhetorical skills or conventions or grammar, they are not merely acquiring bits of data but are mastering a complex skill). (NKA)

ED 281 299 EA 019 363

Pennington, John R., Jr.; Brown, William W.
Management and Control of the Furniture and Equipment Inventory System.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Aug 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Furniture; *Educational Equipment; Elementary Secondary Education; Equipment Standards; *Facility Inventory; *Management Systems; Program Administration; Program Effectiveness; Program Improvement; Purchasing; Recordkeeping
IDENTIFIERS- Maryland (Montgomery County)
The furniture and equipment inventory system of the Montgomery County Public Schools is examined in this report. Following a summary, comments provided by the Office of the Associate Superintendent for Supportive Services relating to recommendations made in the report are presented. The first chapter provides an introduction, background, program and inventory information, and objectives of review. Chapter 2 focuses on the capitalization policy and policy application. Chapter 3 examines records of new purchases and notes various accounts used. Chapter 4 looks at the physical inventories and verification of records and assets. Chapter 5 examines the management and control of the inventory system, stating the need for further improvements. Chapter 6 highlights efforts made to improve the inventory system, stressing the need for change in various areas. Five appendices include information on (1) scope and methodology of the report; (2) a list of schools included in the report; (3) comparisons of quantity and value of furniture and equipment; (4) selected items of furniture under $75; and (5) excerpts from the Maryland Financial Reporting Manual. Included in the report are 16 tables and 1 exhibit. (WTH)

CE

ED 280 941 CE 046 361

Guidelines for Training Community Health Workers in Nutrition. Second Edition.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-154210-1
PUB DATE- 86
NOTE- 129p.; For the first edition, see ED 208 144.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 ($9.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Breastfeeding; *Community Health Services; Course Content; *Developing Nations; Failure to Thrive; Food; Health; *Health Education; *Health Personnel; Hunger; Learning Activities; Learning Modules; Lesson Plans; Nonformal Education; Nutrition; *Nutrition Instruction; Physical Health; Physiology; Postsecondary Education; Public Health; Teaching Methods

This task-oriented manual for the training of community health workers in nutrition presents information and instructions in two parts. The first part consists of three chapters. The first chapter introduces the guidelines; the second deals with teaching skills and is intended to improve teaching. The third chapter presents some basic facts about foods to help trainers focus on the nutritional knowledge community health workers will need in order to work effectively. The second part of the manual contains nine training modules. Each module deals with one topic and describes specific tasks related to it. The modules cover the following topics: (1) getting to know the community and its needs; (2) measuring and monitoring the growth and nutrition of children; (3) promotion of breast feeding; (4) nutritional advice on the feeding of infants and young children; (5) nutritional care of mothers; (6) identification, management, and prevention of common nutritional deficiencies; (7) nutritional care during diarrhea and other common infections; (8) conveying nutrition messages to the community; and (9) solving nutritional problems in the community. Each module contains learning objectives, training content, training methods, and exercises. Common teaching aids and teaching methods are presented in tabular form together with information on their advantages, limitations, and specific applications. (KC)

ED 280 969 CE 046 762

Jennings, Zellynne D.; Edmond, Daniel
Belize's Rural Education and Agriculture Programme: Some Factors that Have Contributed to Its Success.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 45p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Education; Developing Nations; Educational History; Program Content; Program Development; *Program Effectiveness; *Rural Development; *Rural Education; Rural Youth; Secondary Education; Vocational Education; *Youth Programs
IDENTIFIERS- *Belize; *Rural Education and Agriculture Program (Belize)

Belize (formerly British Honduras) has achieved a good deal of success with its Rural Education and Agriculture Programme (REAP). REAP was initiated in 1976 to create the attitudes and provide the skills necessary for rural youth to make meaningful contributions to the country's agricultural development. Initiated by an intraministerial and international agency group, REAP was conceived in three phases extending over a 10-year period. During the pilot phase (1976 to 1979) the program was tested in eight primary schools in three of the country's six districts and in one secondary school. A special program was developed to train teachers for the REAP program, and outdoor education centers were constructed in each pilot school to give students an opportunity to apply their learning in an agricultural setting. The main thrust of the district level phase (1979 to 1982) was the expansion of REAP to all six districts in Belize with the gradual transfer of much of the technical and material assistance received from foreign agencies to the government ministries, district-level officials, and community groups and service organizations. REAP's national-level phase began in 1982. REAP has received favorable evaluations from students and teachers alike, and 80 percent of the program's graduates have remained in rural Belize in some form of agriculture. The program is not without shortcomings, including perhaps too much stress on gardening at the expense of academic training. Despite these, there is little evidence to suggest that the program's goal of becoming a real force in Belize's socioeconomic development is overly ambitious. (MN)

ED 280 996 CE 046 797

Miskovic, Darlene
A Study of Attitudes Associated with Retraining. Part I. Work Resource and Retraining Initiative.
National Association of Broadcasters, Washington, D.C.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Dec 87
NOTE- 29p.; A product of the Broadcasting Industry Productivity Council. For part II, see CE 049 798.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Educational Attitudes; *Job Training; Participant Satisfaction; Postsecondary Education; *Public Relations; Recruitment; *Retraining; *Work Attitudes
A study was conducted to develop an understanding of retraining from the perspective of those who have experienced it--to know more about how and why they decided to undertake the process of acquiring new or additional work skills, how they learned about the alternatives available to them, and what feelings accompanied this experience. Research was conducted using focus groups of the following types of persons: (1) workers retraining as a result of being displaced by job cut-backs or plant closures; (2) workers retraining in order to seek better jobs, either with their present employer or a new employer; (3) workers enrolled in company-sponsored retraining programs; and (4) farmers training for nonagricultural employment. Participants included men and women representing a range of ages, ethnicity, and educational backgrounds. The participants reported a variety of reasons for getting retraining, mostly as a result of losing a job or selling their farms; they had to overcome a number of psychological and emotional barriers, such as disbelief, guilt, isolation, lack of information about options, pride, and fear. The knowledge gained in the study will be used to assist in the creation of public service announcements and other broadcast materials to encourage dislocated workers to begin thinking now about the necessity of retraining in order to avoid future displacement. (KC)

ED 281 010 CE 046 858

Barrett, Jan; And Others
LPN/ADN Bridge Course. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- Jun 86
NOTE- 353p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Catalog No. IE-132-1).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Associate Degrees; Behavioral Objectives; Classroom Techniques; Communication Skills; Course Content; *Integrated Curriculum; *Job Skills; Learning Activities; Lesson Plans; Medical Services; Nurses; *Nursing Education; Postsecondary Education; *Practical Nursing; State Curriculum Guides; Teaching Methods; Test Items; Two Year Colleges; Units of Study
IDENTIFIERS- Missouri
This curriculum guide has been constructed in order to bridge the skills gap between licensed practical nursing (LPN) programs and associate degree nursing (ADN) programs in Missouri. The curriculum was developed through a cooperative effort by persons from both sectors. The curriculum contains four major units, each consisting of several lessons, that cover the following topics: (1) the role of the associate degree nurse; (2) communication skills; (3) nursing diagnosis and nursing care plans; and (4) administration of medications. The guide is designed to be used as a formal presentation in a traditional classroom setting or as a self-study guide for individual instruction. Each lesson contains the following components: scope of unit statement, lesson objectives, information assignment, references, introduction, outline, summary and conclusion, interaction questions, classroom/laboratory activities, and evaluation items. A bibliography, a competency certificate, and a competency profile for student evaluation

complete the document. (KC)

ED 281 037 CE 046 926

Cox, J. Lamarr; And Others
Vocational Education Study. Final Report.
Research Triangle Inst., Research Triangle Park, NC. Center for Education Studies.
SPONS. AGENCY- North Carolina State Joint Legislative Commission on Governmental Operations, Raleigh.
REPORT NO.- RTI/3634/01-01F
PUB DATE- Nov 86
NOTE- 244p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Change Strategies; *Community Colleges; Educational Finance; Financial Support; Job Training; Outcomes of Education; Postsecondary Education; Program Administration; Program Content; Program Effectiveness; *Program Improvement; *Public Schools; Secondary Education; *Statewide Planning; *Teacher Education; Technical Education; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *North Carolina
North Carolina's vocational/technical education (VTE) program was examined to (1) describe currently available services, (2) identify issues and concerns regarding the optimal operation and organization of VTE, and (3) draw conclusions and develop recommendations for addressing the issues and concerns identified. Data were collected from a review of current studies, issue papers, and program descriptive documents and from interviews with cognizant agency and institutional personnel. The study findings suggested that there should be an increased emphasis on preparing pupils for the world of work. Employer input and labor growth and demand projections pointed toward a two-tiered labor force with decreased specific occupational education required at the level of greatest demand and increased specific occupational education required at the level of greatest growth. It was therefore recommended that North Carolina's public school education system be restructured to deemphasize occupation-specific programs at the high school level and increase emphasis on basic skills, vocational principles and practices related to clusters of occupations, and skills and attitudes that are critical to transferability and upward mobility. Recommendations related to the state's community college system, Job Training Partnership Act programs, and teacher preparation system were also formulated. (Appendixes include the legislative mandate for the study; lists of documents reviewed and personnel interviewed; descriptive findings related to VTE provision, agency statutory responsibilities for VTE, funding mechanisms for VTE, articulation, and teacher preparation. A figure and 19 tables are also included.) (MN)

ED 281 079 CG 019 812

Discretionary Grants Administration Manual.
Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 237p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Administrative Policy; Administrators; *Grants; *Grantsmanship; *Money Management; *Program Costs
IDENTIFIERS- Discretionary Programs; *Office of Human Development Services

This manual sets forth applicable administrative policies and procedures to recipients of discretionary project grants or cooperative agreements awarded by program offices in the Office of Human Development Services (HDS). It is intended to serve as a basic reference for project directors and business officers of recipient organizations who are responsible for the administration and financial management of grants or cooperative agreements. An introduction and definitions section are followed by 12 chapters: (1) Application and Grant Award Process; (2) Cost-Sharing or Matching; (3) Cost Principles and Procedures; (4) Financial Requirements; (5) Administrative Requirements; (6) Reports; (7) Public Policy Requirements; (8) Recipient Procurements; (9) Property; (10) Grant Suspension, Termination, and Closeout; (11) Audits; and (12) Appeals. Attachments making up more than half the document include Code of Federal Regulations, Title 45, Part 74, and relevant Office of Management and Budget Circulars; HDS programs covered and not covered by Executive Order 12372; Cost Principles; and Checklists for Internal Control in the areas of personnel management, payroll, accounting, budget, cash management, procurement, and property management. (NB)

ED 281 151 CS 008 757

Cullinan, Bernice E., Ed.
Children's Literature in the Reading Program.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-782-9
PUB DATE- 87
NOTE- 180p.; Photographs may not reproduce well.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 782, $12.00 member, $18.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Beginning Reading; Books; Characterization; *Childrens Literature; Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Fantasy; Instructional Materials; Literature Appreciation; *Media Selection; Reading Difficulties; *Reading Instruction; Reading Interests; *Reading Programs; Science Fiction; *Teaching Methods

Intended to help teachers decide which books to start with when incorporating children's literature into the reading program and to show them how to use these books with a variety of readers, this book provides a rationale and guidance for using "real books" to teach reading. Titles and authors of the articles included are as follows: (1) "Inviting Readers to Literature" (Bernice E. Cullinan); (2) "The Making of a Reader: A Personal Narrative" (Bill Martin, Jr.); (3) "Keep a Poem in Your Pocket" (Nancy Larrick); (4) "Developing Readers" (Charlotte S. Huck; Kristen Jeffers Kerstetter); (5) "Children's Literature: The Natural Way to Learn to Read" (Linda Leonard Lamme); (6) "Teaching Higher Order Reading with Literature: Primary Grades" (Lee Galda); (7) "Extending Multicultural Understanding through Children's Books" (Rudine Sims Bishop); (8) "Literature: Key Element in the Language and Reading Program" (Dorothy S. Strickland); (9) "Enriching the Arts and Humanities through Children's Books" (Sam Leaton Sebesta); (10) "Teaching Higher Order Reading Skills with Literature: Intermediate Grades" (Lee Galda); (11) "Characterization in Literature: Realistic and Historical Fiction" (Dianne Monson); (12) "Science Fiction and Fantasy Worth Teaching to Teens" (M. Jean Greenlaw; Margaret E. McIntosh); (13) "Teaching Higher Order Reading Skills with Literature: Upper Grades" (Lee Galda); (14) "Enriching the Basal Reading Program with Literature" (Ira E. Aaron); (15) "The Republic of Childhood and the Reading Disabled" (Roselmina Indrisano; Jeanne R. Paratore); (16) "California Reading Initiative" (Francie Alexander); (17) "Resources to Identify Children's Books for the Reading Program" (Arlene M. Pillar). These articles aim to make the subject of children's literature approachable through an informal, conversational writing style. Indexes of children's authors and books are included. (JD)

ED 281 164 CS 008 773

Sinatra, Richard
Visual Literacy Connections to Thinking, Reading and Writing.
REPORT NO.- ISBN-0-398-05192-5
PUB DATE- 86
NOTE- 307p.
AVAILABLE FROM- Charles C. Thomas, Publisher, 2600 South First St., P. O. Box 4709, Springfield, IL 62708-4709 ($37.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Cognitive Processes; Communication Skills; Computer Assisted Instruction; Curriculum Development; Elementary Secondary Education; Integrated Activities; *Language Acquisition; *Language Processing; *Learning Processes; Neurological Organization; Oral Language; Reading Ability; *Reading Writing Relationship; Theory Practice Relationship; *Visual Literacy; Writing Skills

Providing both rationale and technique for practitioners, this book emphasizes the influence of visual literacy upon the reading, writing, and creative development of learners. The nine chapters of the book are arranged into three sections, with the first setting forth the basic components of visual literacy and how they manifest themselves in activities such as writing, reading, and computer programing; the second exploring the world of the visual system and how the brain and individual styles of learning operate during verbal and nonverbal learning; and the third offering strategies to help children make visual-verbal connections and to retain, comprehend, and compose discourse. Specific chapter titles are as follows: (1) "The Primacy of Visual Literacy on Thought," (2) "Development and Interface of Ensuing Literacies," (3) "Perspectives of Visual Literacy," (4) "The Visual System and Brain Processing," (5) "The Distinctive Features of Verbal and Nonverbal Literacies," (6) "A Learning Style View of Visual Literacy," (7) "Constructs of Visual/Verbal Learning," (8) "The Visionary Aspects of Composing and Comprehending," and (9) "Interfacing the Verbal and Nonverbal during Reading and Writing." Three appendixes contain visual literacy curriculum and resource guides, visual literacy journal and association resources, and picture tests. (FL)

ED 281 190 CS 008 811

Wepner, Shelley B.; Feeley, Joan T.
College Students' Reading Efficiency with Computer-Presented Text.
PUB DATE- 5 May 87
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Computer Software; Higher Education; Instructional Material Evaluation; *Reading Improvement; *Reading Instruction; Reading Interests; *Reading Rate; Reading Research; *Speed Reading; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Presentation Mode; *Speed Reader II; Text Structure
Focusing on improving college students' reading efficiency, a study investigated whether a commercially-prepared computerized speed reading package, Speed Reader II, could be utilized as effectively as traditionally printed text. Subjects were 70 college freshmen from a college reading and rate improvement course with borderline scores on the reading comprehension section of the New Jersey College Basic Skills Placement Test. The experimental and control groups both read the same passages and the reading rate of both groups were recorded. The experimental group saw a full page of text on a computer screen and was able to control reading rate by pressing the keyboard's space bar each time the display of a new screen of text was desired. The control group read a computer printout of the same material in a self-paced manner. Consistent with other studies, findings showed that computers can be used as effectively as traditional approaches in delivering timed, whole-text readings with comprehension checks to improve the reading efficiency of college students. The reading efficiency of the experimental group was found to increase in a more predictable way from session to session than did that of the control group. An attitudinal survey indicated that subjects in the experimental group were interested in pursuing reading practice via computer assisted programs. (JD)

ED 281 232 CS 210 461

McAllister, Carole; Louth, Richard
The Effect of Word Processing on the Revision of Basic Writers.
PUB DATE- Mar 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Revision (Written Composition); Teaching Methods; *Word Processing; *Writing Improvement; Writing Instruction; *Writing Laboratories; Writing Processes; Writing Research
IDENTIFIERS- *Basic Writing
To determine whether basic writers revise more successfully using word processors as opposed to pen and paper, a study investigated the quality of revision of approximately 100 college basic writers in three classes at a southern university. In the fall semester, word processors were used in each of the three classes once every two weeks. In the spring semester, the three classes were split into two experimental groups (one used word processors twice a week in class, the other used them once a week outside of class) and one control group that did not use word processors at all. The first and final drafts of an assigned narrative paragraph were evaluated for all groups in both semesters. Comparisons of results from the fall semester indicated no significant differences in the quality of the three groups' revisions. For the spring semester, however, the experimental groups demonstrated a significantly higher quality of revision than did the control group. Revising on the word processor in a writing laboratory outside of class was found to produce the most significant effect on the overall quality of revision. This finding can be attributed to several possible factors--student attitude, environmental influence, and the difference in the revision process as it occurs when using the word processor. (Three pages of references are included.) (JD)

ED 281 245 CS 210 482

Culbertson, Hugh M.
Agenda Diversity: A Comparison of American and Filipino Editorials on the 1986 Filipino Election and Revolution.
PUB DATE- 4 Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding for part of this research provided by a grant from the United States Information Agency.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developing Nations; *Editorials; Elections; *International Relations; Journalism; Media Research; *Newspapers; *Political Issues; Press Opinion; Revolution
IDENTIFIERS- *Philippines; United States
Editorials in four prestigious American papers and two Filipino dailies addressing the 1986 election and revolution in the Philippines were compared for differences. Four hypotheses were tested: (1) that in treatment of the Philippines, editorials in the U.S. national prestige press would place more emphasis than do those in the Filipino newspapers on topics that have evolved over a long period, received intense recent coverage, and relate clearly to American interests and U.S.-Filipino relations; (2) that the Filipino press would focus editorials more often than does the U.S. press on concrete acts and events relating to the campaign, election, and revolution; (3) that editorials in either country would deal more often with acts involving primarily that country and its citizens; and (4) that Filipino editorials would have greater agenda diversity than would American newspapers about events in the Philippines. Thirty-eight editorials from the "Christian Science Monitor," "Wall Street Journal," "New York Times," and "Washington Post" were compared with 85 editorials from "Malaya" and the "Philippine Daily Inquirer," each of which dealt with the election and its context between January 15 and March 15, 1986. Each hypothesis was analyzed extensively, with the first three proving supportable and the fourth partially supportable. Overall, the similarities between American and Filipino editorials, when viewed in structural terms, tended to outweigh the differences. (Tables of data and 56 references are included.) (AEW)

ED 281 259 CS 505 602

Jensen, Marvin D.
Ethics, Grades, and Grade Inflation: Student Evaluations as a Factor in Multi-Sectioned Courses.
PUB DATE- 9 Apr 87
NOTE- 11p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Administrator Role; Codes of Ethics; Course Evaluation; *Faculty Evaluation; *Grade Inflation; Grading; Higher Education; Large Group Instruction; *Speech Communication; *Speech Instruction; *Student Evaluation of Teacher Performance; Teacher Administrator Relationship; Teacher Student Relationship
Grade inflation is a serious problem in multisectioned speech communication courses, and one of its principal causes is a desire for positive student evaluations and high enrollments on the part of professors and economically insecure departments (who need the funding generated by high enrollments). Positive student evaluations have been found to correlate with high grades, and students have been shown to expect that they can influence their final grades by rating their instructors highly. Research indicates that most departments realize this, and are also aware that professors often aim for positive evaluations in order to get tenure, yet they often fail to intervene to curb grade inflation. Fair grading, however, is a teacher's moral and ethical responsibility, and administrations must take steps to ensure that faculty members do not contribute to grade inflation.

Administrators evaluating instructors of multisectioned courses should: (1) have the instructor prepare a statement of grading criteria; (2) send the grading patterns of all other multi-sectioned courses to each instructor; (3) compare an instructor's grading pattern with student evaluations during decisions on tenure, salary, and promotion; and (4) separate at least some of the grading from instruction, for example, by having separate lecturers and graders for large courses. These steps should lead to ethical grading procedures, and benefit both students and teachers in the end. (SKC)

ED 281 285 EA 019 349

Larsen, Terry J.; Hartry, Arlene
Principal/Teacher Perceptual Discrepancy: Instructional Leadership in High and Low-Achieving California Schools.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Educational Research; Elementary Secondary Education; Instructional Leadership; Principals; *Research Methodology; *Research Problems; *Self Evaluation (Individuals); Teacher Attitudes
IDENTIFIERS- Administrator Behavior; Administrator Effectiveness; California
A replication of an earlier study provided further support for the idea that effective principals are more accurate in their self-assessments than less effective principals. A review of the literature, of ratings made by ten nationally recognized educational experts, and of discussions with principals led to the selection of 33 important instructional leadership behaviors. A questionnaire designed to measure the use of these behaviors by principals was distributed to both the principals and their faculties in high-achieving and low-achieving elementary and secondary schools throughout California. In both elementary and secondary schools the principals' self-reports concerning their use of the leadership behaviors indicated no significant differences related to the schools' achievement levels. Compared with teachers in the high-achieving schools, the teachers in the low-achieving schools tended to agree with their principals significantly less often concerning the principal's use of the leadership behaviors. The degree of perceptual discrepancy in the low-achieving schools suggests that the self-reports of principals in those schools are not totally reliable as a means of determining the actual activities of principals in the schools. (PGD)

ED 281 312 EA 019 379

Haig, T. Josiha
Strategies for Instructional Leadership.
PUB DATE- 20 Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Administrator Evaluation; Curriculum Development; Educational Change; Elementary Secondary Education; *Equal Education; Instructional Improvement; *Instructional Leadership; School Administration; *Staff Development
IDENTIFIERS- *Program for Effective Teaching and Supervision
Beginning with the premise that all pupils can learn if given sufficient time and proper assistance, this paper discusses the efforts of East Orange Public School District (New Jersey) to develop a comprehensive system for improving school administrators' instructional leadership capabilities. The presentation's objectives are threefold: (1) identifying the organization's role in preparing administrators to focus on instruction; (2) delineating an inhouse staff development model designed for administrative, teaching, and office personnel; and (3) outlining an accountability process. East Orange uses the "total teaching act" embracing the Program for Effective Teaching and Supervision (PETS) in its renewed quest for educational excellence. The program is invaluable for encouraging educational changes related to greater learning expectancy and leadership competency. PETS also enables schools to analyze and diagnose teaching and learning arts and enhance teachers' decision-making skills. This paper identifies some curriculum objectives and several classroom variables significantly related to students' achievement, including prior knowledge, time on task, academic performance, and coverage of criterion relevant content. (MLH)

ED 280 956 CE 046 726

Gnaedinger, John P.
The Career Cluster Project.
PUB DATE- 10 Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; *Career Education; *Career Exploration; *Cluster Grouping; Educational History; Educational Objectives; *Occupational Clusters; *Program Content; Program Development

Career education is probably best described as a group of concepts and processes, including career awareness, career exploration, infusion of career-oriented material with traditional educational resources, hands-on involvement, and participation in education by people normally employed in the world of work. Vocational education is simply one potential element of a comprehensive career education program. Career awareness, the first element of a career education program, should inform students of the spectrum of career choices in the labor market. One effective method of implementing career awareness is to concentrate on one career in each of the 16 career clusters that were identified in May 1978 by a group representing the work and education sectors and to use resource persons from the world of work. Career exploration, the next phase in a career education program, should allow students to explore the various types of careers available in their cluster of interest. Like career awareness activities, career exploration programs should make extensive use of representatives from the world of work. They could also use career education materials such as those available from the Curriculum Publications Clearinghouse in Illinois. Career preparation, the next phase in the career education process, can use actual skill training materials providing they are not too detailed. Skill training in high schools is presently divided into the following areas: agriculture, home economics, health care, industrial arts, and business. Although old career education practices such as career days should not be discontinued, schools should consider implementing career awareness-type programs such as this one. (MN)

ED 281 050 CE 047 020

Developing Communication Skills. An Ideas Handbook for Work with Mentally Handicapped Adults.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-36-X
PUB DATE- Oct 83
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Audiolingual Skills; *Communication Skills; Educational Games; Foreign Countries; Learning Activities; Listening Skills; *Mental Retardation; *Reading Skills; Special Education; Speech Skills; *Writing Skills
IDENTIFIERS- Money; *Numeracy; Time Telling
This handbook for basic education tutors of mentally handicapped adults offers ideas and examples for developing the skills of speaking, reading, and writing with understanding. Many of the ideas relate particularly to group work, although most can be adapted for use with individual students. The handbook starts by exploring four broad themes--the coffee break, a visit, a visitor to the group, and learning from experience--and through these themes identifies a range of learning tasks and teaching approaches. These themes show the variety of skills that can be developed from a general topic or activity. Practical examples follow of ways to tackle the teaching of time telling and money handling. Other sections offer ideas on practicing names and addresses, developing social sight vocabulary, developing communication, and developing writing. The final section introduces a number of games that have been found useful both as motivators and in reinforcing learning as well as in providing variety in any learning session. Some further sources of information and background reading are given in the resource list. (YLB)

ED 281 271 EA 019 294

Rogers, Robert G.
Is Big Better? Fact or Fad Concerning School District Organization.
PUB DATE- 21 Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Educational Quality; Expenditure per Student; Extracurricular Activities; *School Effectiveness; *School Size; Small Schools; State Surveys
IDENTIFIERS- *Illinois

A questionnaire responded to by 34 randomly selected Illinois school districts with high school enrollments under 500 provided information contradicting an Illinois State Board of Education report that cast doubt on the educational effectiveness of smaller schools. The questionnaire's first section sought information about each district's enrollment, operating expenses, tuition costs, salaries, numbers of 1985 graduates, and numbers of dropouts. Each district had one high school. Of the 34 schools, 11 had enrollments under 100, 11 had enrollments from 100 to 179, and 12 had enrollments from 180 to 484. Responses to the second part of the questionnaire concerned the curriculum and cocurricular activities. All schools surveyed exceeded state mandates in their course offerings. Twenty-three schools reported above average ACT Composite scores. The expenditures per student in the districts surveyed were below the state average, as were salaries. The students in smaller high schools, on the average, participate in many more extracurricular activities than do students from large high schools. The average dropout rate of the 34 schools was 2.4 percent, compared to a state average of 4.9 percent. The questionnaire's third part traced the activities of 1981 graduates, of whom 85.3 percent were employed or were continuing their education. (PGD)

ED 280 983 CE 046 776

Saunders, Murray
The "Technical and Vocational Education Initiative": Enclaves in British Schools.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 24p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Educational Change; *Educational Innovation; Foreign Countries; *Pilot Projects; *Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- *Great Britain; *Technical and Vocational Education Initiative
The Technical and Vocational Education Initiative (TVEI) is intended as a pilot, on a massive scale, of particular approaches, with a systematic need to identify TVEI effects on students, staff, resources, and curricula. TVEI has a strong tendency toward the development of pilot enclaves in terms of its administrative, curricular, teaching/learning, and resource characteristics. Some general issues and tensions arising from TVEI's pilot enclave characteristics are differential allocation of extra resources, increased inservice education, curriculum change, and management problems arising from the speed of adoption. In light of contradictory pressures, the senior management of schools have to balance the gains of TVEI in the form of increased resources against some difficult management decisions and implied changes in curriculum control. Enclave tendencies in TVEI implementation also have their expression in the shifting and ambiguous position of coordinators at both local education authority project and school points in the implementation staircase. A great irony in TVEI may be that the most daring and genuinely innovative school exponents of TVEI orthodoxy (in practice) are precisely those who have contradicted the terms under which their initial involvement with the Manpower Services Commission was negotiated, thus causing TVEI, as a pilot, to all but disappear. (YLB)

ED 281 024 CE 046 877

Roth, Gene; Tesolowski, Dennis
Planning and Organizing the Vocational Education Learning Environment for Competency-Based Instruction. Microcomputer Applications for Vocational Teachers: A Competency-Based Approach--Book D.
Idaho State Univ., Pocatello.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 65p.; For related handbooks, see CE 046 874-878.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Competency Based Teacher Education; Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; *Educational Environment; *Educational Facilities Planning; Inservice Teacher Education; Microcomputers; Program Implementation; Resource Materials; Secondary Education; *Teacher Improvement; Units of Study; Vocational Education; *Vocational Education Teachers
This handbook is the fourth in a series of five competency-based resource guides on microcomputer applications for vocational teachers. The six units of instruction in this handbook are concerned with the content of the seven competencies included in the category, "Planning and Organizing the Vocational Education Learning Environment for Competency-Based Instruction." Units are designed to prepare teachers to do the following: (1) develop a plan to implement competency-based instruction (CBI) in the vocational learning environment, (2) project resource needs for CBI, (3) provide microcomputer maintenance, (4) establish microcomputer user data security, (5) establish microcomputer hardware/software security, and (6) create authorized backup copies of microcomputer software. Components of each unit include unit and specific objectives, informative material, sample forms and evaluation measures, examples, a summary, achievement indicators, and a list of references. (YLB)

ED 281 066 CE 047 041

Special Needs. Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 2.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- Feb 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy; *Adult Students; *Basic Skills; Coping; Deafness; *Disabilities; Educational Needs; Foreign Countries; *Individual Needs; Learning Disabilities; Literacy Education; Mental Disorders; Physical Disabilities; Postsecondary Education; Skill Development; Special Education; *Special Programs; Student Needs; Visual Impairments
IDENTIFIERS- Spasmodicism

This collection of papers focuses on working with adults who have special needs. In her paper entitled "Literacy and the Visually Handicapped," Janice E. Mason examines ways in which strategies for meeting the needs of visually handicapped persons can be integrated into literacy programs. "Singer and Listener: Basic Education Work with the Mentally Ill" is Peter Lavender's exploration of the field of basic education work with mentally ill persons. Chris Lloyd provides an overview of the educational needs of physically disabled persons in a paper entitled "Adult Education and People with Physical Disability." In her paper "Special Provision for the Deaf," Fiona McIntosh outlines the difficulties affecting deaf students and suggests strategies for dealing with them. Jacqueline Malec, in a paper entitled "Learning to Cope in Further Education," examines the issues involved in setting up and administering courses in a further education college for students with severe and moderate learning difficulties. "Education for Special Needs with an Emphasis on Adult Literacy for Spastic Adults," which was written by Carole Sharkey, examines new strategies for equipping spastic adults to fight for their rights. (MN)

ED 281 109 CG 019 843

Runco, Mark A.; And Others
Environmental Cues in Children's Creative Thinking.
PUB DATE- 26 Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Classroom Environment; Creative Thinking; *Creativity; *Cues; *Divergent Thinking; Elementary Education; *Environmental Influences; *Preadolescents; Predictive Validity; *Testing Problems

Divergent thinking tests are probably the most commonly used measure of children's creative thinking. A study was conducted to examine the influence of environmental cues on the divergent thinking of children between the ages of 11 and 13. All subjects received the Uses, Instances, and Line-Meanings divergent thinking tests. Each test involved three questions for a total of nine divergent thinking tasks administered to the subjects in their classrooms. Three tests were administered and used as criteria for analyses of predictive validity: How Do You Think test, Teachers' Evaluation of Students' Creativity, and Creative Activities Check List. The results revealed that only two of the nine tasks had a significant proportion of ideas that were related to the immediate environment. One of these was from the Instances test, and the other was from Line-Meanings. A multivariate analysis of variance indicated that the proportion of original ideas increased significantly when the environmentally cued ideas were controlled. Further, scores which were adjusted for environmental cues had slightly higher predictive validity than unadjusted scores. Still, the difference between the predictive validity coefficients was unimpressive. Taken together, the results suggest that the testing environment has only a small influence on the divergent thinking of intermediate school children. (Author/NB)

ED 281 205 CS 210 424

Carlson, Margaret
Teaching Books by and about Women.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- May 87
NOTE- 5p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *English Curriculum; Females; Higher Education; Instructional Materials; *Literature Appreciation; Reading Material Selection; Secondary Education; Sex Bias; Sex Differences; Teaching Methods; *Womens Studies
IDENTIFIERS- *Womens Literature
Because half of all students are female, and because role models are important in forming ideas and images, more attention should be devoted to finding books with heroic, tragic, or significant female characters. Good literature by women can be found in an increasing number of anthologies of women's literature that are now being produced. When teaching women's literature, teachers need to consider their own reactions and those of their students to the differences between men's and women's writing. Women's writing may often be about domestic situations and/or family relationships. The literature may be in the unfamiliar form of journals, diaries, and letters. Also, women's writing may differ in tone, emphasizing more minute details or more intimate emotions than is usual in men's literature. One of the most interesting and least threatening ways to introduce more women's writing into the curriculum is to pair books so that different gender points of view can be compared and contrasted. A future NCTE project might be to publish a list of women's literature that has been taught and proven its worth as good literature. (An extensive reference list of anthologies, commentaries, and contacts for more references are appended.) (SRT)

ED 281 219 CS 210 444

Haas, Christina
Computers and the Writing Process: A Comparative Protocol Study. CDC Technical Report No. 34.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Conference on Computers and Writing (Pittsburgh, PA, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; Higher Education; Word Processing; *Writing (Composition); *Writing Improvement; Writing Instruction; *Writing Processes; Writing Research
A study examined the extent to which computers affect the writing process. In order to test several hypotheses about writing with a computer 15 experienced writers wrote persuasive letters under four conditions--using pen and paper once and a computer the other three times. All of the subjects were experienced with computers having worked daily or almost daily with the machines on which they were tested. In two of the computer conditions, writers used "Andrew," an advanced computing system and related software. The other advanced work station differed only in the size of its screen. The quantitative measures employed were (1) time spent composing the letter, (2) total words produced, and (3) number of words produced per minute. The results indicated that time to compose was longest in the advanced work station and shortest in the pen and paper condition, while the highest number of words produced was in the advanced work station, with the lowest in the pen and paper. There was no significant difference between conditions on the words per minute measure. The letters also received scores for content and mechanics from two readers and from a third reader when scores were more than one quartile different. Analysis showed that the texts produced in the advanced work station were significantly better. Analysis of revision protocols for 8 of the 15 subjects indicated more planning for the pen and paper copies. The study suggests that if computers are to be used effectively in the writing classroom, students must learn not only word processing, but awareness and adaptation of their writing processes. (Tables and five references are included.) (AEW)

ED 280 970 CE 046 763

Gumbo, Samson D.
Vocationalising Curriculum in Zimbabwe. An Evaluation Perspective.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 14p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Black Education; Blacks; *Curriculum Development; Developing Nations; *Educational Change; *Educational Development; Educational History; Educational Policy; Equal Education; Job Training; Program Improvement; Racial Discrimination; School Role; Secondary Education; *Vocational Education
IDENTIFIERS- *Zimbabwe
When Zimbabwe was still Rhodesia, the education provided blacks was very different from that provided to whites. As more blacks passed through the school system it became obvious that for many young Zimbabweans the system provided education for unemployment and frustration. In 1966 African secondary schools were divided into F(1) academic and F(2) practical/vocational schools. In Zimbabwe the F(2) schools offered little promise for blacks since the schools were meant for those who were supposed to be less capable academically and offered a very limited type of training. The school system inherited by Zimbabwe when it became independent was full of contradictions, discriminatory practices, and negative attitudes and was seriously lacking in resources. For the past five years Zimbabwe has been attempting to address its social, economic, political, and cultural environments insofar as they relate to education. New comprehensive political plans are currently underway to vocationalize the country's secondary school curriculum. Efforts are being directed to make the schools the basis of national development. In Zimbabwe education is viewed as a force for social change that should play a liberating role in instilling goals of cooperative behavior patterns and stressing vocational skills and knowledge that will enable students to develop socialist ideals. To avoid the past mistake of introducing practical subjects without carefully integrating them with the country's social and economic environment, the new curriculum is designed to provide children with a knowledge of people's roles and relations with one another and with the components of their environment. (MN)

ED 280 997 CE 046 798

Miskovic, Darlene
A Study of Attitudes Associated with Retraining. Part II. Work Resource and Retraining Initiative.
National Association of Broadcasters, Washington, D.C.
SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.
PUB DATE- Mar 87
NOTE- 23p.; A product of the Broadcasting Industry Productivity Council. For part I, see CE 049 797.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dislocated Workers; *Educational Needs; *Job Training; Postsecondary Education; Program Development; *Retraining; *Skill Obsolescence; *Work Attitudes

A study was conducted to gain insight into how to persuade those in fields where job opportunities are declining to take advantage of existing retraining programs in order to avoid future displacement. Research was conducted through a series of focus groups in Chicago, Louisville, and Davenport. Participants in these sessions included men and women representing a range of ages, ethnicity, and work backgrounds. All had either been employed with the same company or worked at the same type of job for 10 years or more, and none had received any additional formal education or training since entering the work force. The study found the following: (1) many of the workers did not so much choose as fall into their occupations; (2) most do not really like their jobs; (3) they have a limited perspective of the workplace and their potential in it; (4) they have a short-term perspective--judging a job on the basis of the hourly rate rather than as a career path; (5) they are risk adverse--seniority is perceived as a safety net, making it difficult to consider changing jobs; and (6) although they know that many others have been displaced, they raise barriers to retraining. The study concluded that in order to break down these barriers, retraining programs must take the problem down to the personal level, confront specific problems and concerns, assure a short time frame, talk in terms of options and opportunities, and create a central source of help and information. The findings of the study will be used to create radio and television public service announcements to help persons who are displaced or have limited skills to retrain before being faced with displacement. (KC)

ED 281 011 CE 046 860

Labor Market Problems of Older Workers. A Policy Statement.
National Council on Employment Policy, Washington, DC.
PUB DATE- Jan 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Disabilities; Disadvantaged; Dislocated Workers; Displaced Homemakers; *Employment Problems; *Employment Programs; *Federal Programs; Females; Job Training; *Middle Aged Adults; Minimum Wage; *Personnel Policy; Policy Formation; Retraining; Unemployment
IDENTIFIERS- Job Training Partnership Act 1982; Senior Community Service Employment Program

The National Council on Employment Policy found that there are small but substantial groups of older persons who are experiencing labor market problems--the working poor, the displaced unemployed, persons with health limitations, and groups of women who have been out of the labor force for large blocks of time. The problems of this generation, now in their 50s and 60s, have been given little attention, being overshadowed by the "baby-boomers" who follow them. There are several choices open to society on how to deal with the labor market problems of these workers: ignore the problem, increase growth in the economy, improve existing federal employment and training programs, or create a new employment program. The Council endorses the creation of a new employment program that it believes will improve the incomes and lives of these men and women while providing lessons that will be useful as the baby-boom generation reaches age 50 and over after the year 2000. The specific policies that the Council recommends are the following: (1) successful programs for older workers under the Job Training Partnership Act should be catalogued and disseminated to service delivery areas, and efforts should be made to increase the attractiveness of retraining programs to older workers; (2) the Senior Community Service Employment Program should be expanded to provide part-time work opportunities to disadvantaged older persons who need to supplement their incomes; and (3) a new "Older Americans Employment Program" should be established, perhaps on a demonstration basis, to provide full-time, year-round employment at the minimum wage to persons between the ages of 50 and 62. (KC)

ED 281 051 CE 047 021

Developments in Adult Literacy and Basic Skills. An Interim Report.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-42-4
PUB DATE- May 84
NOTE- 32p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; *Adult Literacy; *Basic Skills; Delivery Systems; Developed Nations; *Educational Development; Educational Innovation; Educational Needs; *English (Second Language); Foreign Countries; *Literacy Education; Postsecondary Education; Unemployment
IDENTIFIERS- *Numeracy; *United Kingdom

This report describes the development work of the Adult Literacy and Basic Skills Unit since 1980 and indicates useful strategies and approaches. Chapter 1 focuses on new styles of adult literacy provision. These include drop-in centers, short courses, open learning systems, and media-assisted learning. Chapter 2 concerns provision of adult literacy and basic skills tuition for the unemployed. Motivation, advice and guidance, location, and publicity and recruitment are discussed. Basic education through paid release for employed adults is briefly addressed. Chapter 3 looks at further development of adult numeracy provision. Chapter 4 is a brief overview of provision to meet the literacy and numeracy needs of second language speakers. Focus of chapter 5 is meeting specific needs in adult literacy and basic skills provision.

Publicity and recruitment, access, styles of provision, cooperation with other agencies and organizations, and materials development are discussed. Chapter 6 addresses creating access to further opportunities for basic education students. Four components in developing access are covered: information about further opportunities, guidance, bridging/transition courses, and organization and structure of adult and further education that takes account of students "moving on" from basic education. Appendixes include listings of projects and relevant publications. (YLB)

ED 281 080 CG 019 813

1988 Plan for Department on Aging. Phase I: Fiscal Years 1986-1988. Illinois Human Services Plan, Volume 6.
Illinois State Dept. on Aging, Springfield.
PUB DATE- 3 Apr 87
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Administration; *Aging (Individuals); Community Services; *Delivery Systems; Employment Opportunities; Home Programs; *Human Services; Individual Needs; *Older Adults; *Social Services; Staff Development; *State Programs; Visiting Homemakers
IDENTIFIERS- *Illinois

This document contains Phase I of the Illinois Department on Aging Human Services Plan for Fiscal Years 1986-1988. It describes planning efforts related to past, current, and future service delivery systems for Illinois' aging services network. The introduction describes the Department on Aging's programs and the service network within which they are provided. Each of the first five chapters contains a detailed description of one of the department's five programs and its specific emphasis: (1) Community Social Services; (2) Alternative Care; (3) Economic Opportunity; (4) Training and Development; and (5) Central Management. Each chapter is introduced with a summary of funds; the program's goal or mission summary; and a description of the program, its specific services, and history. The second section of each chapter describes current program data. The final section of each chapter discusses strategies and priorities for the coming year. Chapter 6 provides tables of regional service data. A map of planning and service areas, Department on Aging organization chart, a list of case coordination units, service definitions (Title III) and service definitions and standards of the Community Care Program are appended. Thirty-two data tables are included. (NB)

ED 281 095 CG 019 829

Stein, Judith A.; And Others
Separating Effects of Frequency, Quantity, Disruptive, and Problematic Substance Use.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcoholism; Attribution Theory; *Drinking; *Drug Abuse; *Drug Use; Individual Differences; *Multitrait Multimethod Techniques; *Problems; Self Evaluation (Individuals); Use Studies; *Young Adults
IDENTIFIERS- *Alcohol Abuse
There is widespread concern about the use and abuse of alcohol and other drugs by adolescents and young adults. It has yet to be determined whether drug use in itself is invariably associated with disruptive or problem use of drugs. Additionally, drug use may vary by frequency and quantity of ingestion which may be differentially related to disruptive or problem use of drugs. To explore these issues, data were obtained from 739 young adults as part of an 8-year longitudinal study of drug use and abuse. A multitrait/multimethod approach with latent variable models was used to separate use factors of particular drugs (alcohol, cannabis, hard drugs, cocaine) from latent constructs of general drug use frequency, quantity, disruptive drug use, and problem drug use. Self-reported frequency of use measures were based on 7-point rating scales that ranged from "no use" to "more than once a day." Twenty-one different substances were assessed; there were two quantity of drug use measures. Disruptive and problem drug use were also assessed. Regression paths between Drug Use Frequency and Disruptive and Subjective Problem Drug Use were not significant; however, the paths between Drug Use Quantity and Subjective Problem Use were significant at greater than the .01 level. These results tend to suggest that the quantity of substances used is more important in the etiology of problem and disruptive use of drugs than is frequency of use for young adults. (NB)

ED 281 124 CG 019 858

Harvancik, Mark J.
Ethical Issues/Responsibilities Involved in the Supervision and Training of Counselors.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Counselor Educators; Counselor Training; *Ethics; Experiential Learning; Higher Education; *Practicum Supervision; Student Development; *Supervisors; *Teacher Responsibility
This paper presents an elaboration of the ethical standards for the American Association for Counseling and Development found under Section H: Preparation Standards, which gives an outline of the issues and responsibilities of particular concern to individuals supervising counselors-in-training. Standards are considered in the context of a proposed counselor education program. Specific elements of the program pertinent to supervision are discussed, including didactic coursework and theoretical background, experiential learning, ethical considerations, hands-on counseling issues/experiences, and supervision. Experiential learning activities presented include role modeling and role playing, self-disclosure, and personal therapy. Ethical considerations examined include confidentiality, violent clients and duty to warn, self-destructive and suicidal clients, and vicarious liability. An outline of the various components believed to be integral in the enhancement of counselor effectiveness is provided. It is noted that, in addition to the specific issues mentioned, supervisors have several functions that span all facets of training and that, regarding counselors-in-training, supervisors need to monitor the welfare of clients, facilitate growth of trainees and trainee transition from stage to stage, and serve an evaluation function. (NB)

ED 281 138 CG 019 872

Schmedlen, George W.; And Others
Neuro-Linguistic Programming, Matching Sensory Predicates, and Rapport.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); College Students; *Counseling Techniques; *Counselor Client Relationship; *Counselor Role; Higher Education; *Interpersonal Communication; *Neurolinguistics; Psychotherapy; *Rapport; Trust (Psychology)
IDENTIFIERS- *Predicate Matching
A key task for the therapist in psychotherapy is to build trust and rapport with the client. Neuro-Linguistic Programming (NLP) practitioners believe that matching the sensory modality (representational system) of a client's predicates (verbs, adverbs, and adjectives) improves rapport. In this study, 16 volunteer subjects participated in two sessions of analogue therapy. Clients were given two 30-minute sessions in which one of the four therapists systematically matched client predicates in one session and mismatched them during the other. At the end of each session, clients filled out Stiles' Session Evaluation Questionnaire and the Barrett-Lennard Relationship Inventory Empathic Understanding Scale and Level of Regard Scale. Comparison of the means of the total match and mismatch samples through use of the correlated samples t-test revealed significant differences ($t=2.28$, $df=14$, $p<.05$) between groups on the Empathic Understanding Scale of the Barrett-Lennard, but not on the remaining measures. The findings fail to support the hypotheses in terms of increased perception of the therapist's Level of Regard or improved showing on the Depth/Value, Smoothness/Ease or Positive Feeling indices at the .05 level. The findings are interpreted as supporting the idea that systematic matching (versus mismatching) of a client's sensory predicates improves the client's perception of the empathic component of rapport in the therapist. A five-page reference list is appended. (Author/NB)

ED 281 165 CS 008 774

Fuchs, Lucy
Teaching Reading in the Secondary School. Fastback 251.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-251-8
PUB DATE- 87
NOTE- 34p.; This publication was sponsored by the St. Leo Florida Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Content Area Reading; *Critical Reading; Lesson Plans; *Reading Comprehension; *Reading Instruction; *Reading Skills; Reading Strategies; Secondary Education; Study Skills; Supplementary Reading Materials; *Teacher Role; Teaching Methods; Vocabulary Development

Intended for use by secondary school teachers in all subject areas, this booklet provides practical information, classroom activities and strategies for the instructor who wants to incorporate reading instruction into a particular content area. Following an introductory chapter that emphasizes the need for reading skills in contemporary society and the secondary school teacher's strategic position for preparing students for the world of work, the booklet offers specific chapters on (1) vocabulary development; (2) reading in the content areas; (3) incorporating reading into lesson planning; (4) using questions to develop critical reading; (5) reading and study skills, such as outlining, note-taking, and study methods; (6) guiding teenage reading choices; and (7) other reading activities, including reading newspapers (especially the sports pages), junk mail, and television-related material. The booklet also contains some concluding remarks and a bibliography. (NKA)

ED 281 178 CS 008 789

Bravick, Jean
The Development, Implementation, and Evaluation of an Instructional Model To Increase Comprehension through Written Structural-Response to Text.
PUB DATE- Jul 86
NOTE- 55p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987). Major Applied Research Project for the Ed.D., Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Critical Reading; *Critical Thinking; Models; *Reading Comprehension; Reading Difficulties; *Reading Improvement; Reading Processes; Reading Research; *Reading Writing Relationship; *Remedial Reading; Teaching Methods; Two Year Colleges
IDENTIFIERS- Instructional Model; *Instructional Models; Stanford Diagnostic Reading Test; Structural Response
A study was conceived to develop, implement, and evaluate the Structural-Response Instructional Model for increasing reading/thinking skills through written responses to a text's macrostructure. The study sought to determine: (1) if writing activities increased students' reading comprehension, (2) if the model effectively increased reading comprehension, and (3) if this model effectively increased inferential comprehension. Subjects, 81 students in three remedial reading classes at a Florida junior college, were randomly assigned to a reading-only group, to a group writing opinion responses, or to a group writing structural responses. At the end of 15 weeks, reading comprehension was assessed using the Stanford Diagnostic Reading Test. Results indicated significant differences between groups in total and inferential comprehension. A subsequent comparison of the structural-response group with the opinion-response group confirmed that writing structural responses enabled more students to reach higher levels of inferential comprehension--73% of these students achieved 80% accuracy. The results suggest that the Structural-Response Instructional Model is a pragmatic way to use writing to increase students' understanding of written discourse as well as to increase their reasoning skills. Based on the results, it was recommended that the Structural-Response Instructional Model be incorporated into the college's reading program. (An extensive bibliography is appended.) (NKA)

ED 281 233 CS 210 462

Winterowd, W. Ross
Literacy: "Kultur" and Culture.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cultural Context; *Culture; Educational Change; *Educational Theories; Nontraditional Education; Student Role; Teacher Role; *Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- *Cultural Literacy; *Freire (Paulo); Hirsch (E D)
For those who consider themselves teachers, "cultural literacy" is an issue worth pondering. In "Education for Critical Consciousness," Paulo Freire deplores the "banking concept" of education, in which a teacher "pours" knowledge into "passive receptacles," because Freire believes that texts have no single, stable meaning. He defines "Kultur" as a given or traditional knowledge--fixed, immutable, and of unquestioned value. Culture, on the other hand, is always in a state of becoming, being made. In Freire's view, then, the "cultured" person sees oneself as a creative agent, and the principle that everyone can be a culture-maker and that culture is not confined to concert halls and museums can be extended to any student. Culture in Freire's sense would not exclude elements of Kultur from the classroom, but would promote a creative, dialectical movement that would incorporate them, both old and new, in a dynamic process of becoming. Freire argues that cultural literacy can only be achieved through "problem-posing education," consisting of acts of cognition, not transferrals of information. The students, in dialogue with the teacher, must create their own knowledge, a goal that they cannot reach if they deal only with Kultur. A language arts lesson that uses the "masters" as examples of what might be accomplished and student texts as paradigms of the failure to reach the ideal, will only alienate learners. But the danger in problem-posing education is obvious: all absolute certainty vanishes, except the faith that new insight, greater understanding lies just beyond the next question. As a humane revolutionary, Freire provides reasons to support "cultural" literacy without succumbing to Kultur. (Six references are included.) (NKA)

ED 281 246 CS 210 505

Mortensen, Peter
Analyzing Conference Conversation: A Writer Learns To Talk about Writing.
PUB DATE- Mar 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Discourse Analysis; Freshman Composition; Higher Education; *Personal Autonomy; Pragmatics; Social Influences; Speech Acts; Teacher Role; *Teacher Student Relationship; Teaching Methods; Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Teacher Student Conferences; *Writing Conferences
When writing is taught through conferences between a student and teacher, the authority of the teacher profoundly influences what students think and say about writing. Also, as students learn to deal with their teacher's authority, they develop strategies for talking about writing tasks in voices that are authentically their own. An examination of a particular conference between student and teacher revealed their negotiation of authority. Specifically, the teacher suspected that the student had formulated a thesis that he did not believe, but one that he thought might be politically appealing to the teacher. Before the student ventured a thesis true to his own political stance, the teacher refused to disclose how he expected the student to revise the paper, focusing on the content of the paper rather than the argument structure. Once the thesis changed, the teacher allowed the student to consider the form his argument should take in writing. The teacher, in effect, granted authority for the student to express his own opinion, thus allowing him to learn to distinguish between the authority he can possess

over what he says in and about writing and the authority over strategies of argument that he must surrender to the teacher. Through this kind of examination of authority in writing conferences, an understanding can be gained about social influences on the writing process. Such knowledge is crucial if teachers are to construct models of writing processes that describe not only the production of individual, autonomous texts, but also account for the cultural forces that constitute those texts. (A partial transcript of the writing conference and a linguistic analysis of it are appended. Fourteen references also are included.) (SRT)

ED 281 260 CS 505 604

Cohen, Jodi R.
The Television Generation, Television Literacy, and Television Trends.
PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Cognitive Processes; *Mass Media Effects; *Popular Culture; Programing (Broadcast); *Television; *Television Viewing; Visual Literacy; Visual Stimuli; Young Adults
IDENTIFIERS- Audience Awareness; Television Criticism; *Television Grammar; *Television Literacy; Television Role
Unlike the linear, serial process of reading books, learning to "read" television is a parallel process in which multiple pieces of information are simultaneously received. Perceiving images, only one aspect of understanding television, requires the concurrent processing of information that is compounded within a symbol system. The syntactical combinations of images are further compounded by such technical variables as lighting, camera movements, and editing style, each with its own codes and conventions. Television's sounds interact to create their own grammars, and the viewer must simultaneously process across the symbol systems of image and sound. Perceptually, viewers today look at more characters, take in more complex settings and movements, and hear more natural sounds and nonsynchronous music than did viewers 15 years ago. Conceptually, television delivers multiple stories and multidimensional levels of meaning. Programming is becoming more substantively complex by inviting the audience to understand television at once from conflicting intellectual and emotional dimensions. A program's characters sometimes do something to remind viewers that they are watching TV. Such self-reflexive television promotes thought at two dimensions: understanding television and understanding how television is understood. Roughly all 18-38 year olds were socialized by TV, and this television literate generation is most responsive to the trends of the medium and has gained increasing power over network programming decisions since 1970. Fluent in the grammar of television, this TV generation probably requires more challenging formats to hold its attention, and approaches the sounds and images of television in a way that is distinct from other media generations. (Four pages of notes are included.) (NKA)

ED 281 272 EA 019 295

Ferderbar, Joseph E.; And Others
Others Have Copied Our Staff Development Program, and You Can, Too.
Neshaminy School District, Langhorne, Pa.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Change; Elementary Secondary Education; *Faculty Development; *Program Implementation; Workshops
IDENTIFIERS- Neshaminy School District PA
The Neshaminy School District in Langhorne, Pennsylvania, established its Professional Development Center in an effort to help all teachers and administrators to have more impact on student achievement by refining and upgrading their professional skills. The district chose to implement Madeline Hunter's Essential Elements of Instruction Program. The literature on educational change was reviewed to determine significant factors that the district could consider when developing its own change process. The stages in the Neshaminy Professional Development Model that was established through this process included the awareness stage, the interest stage, the evaluation stage, and the trial and adoption stages. The adoption stage involved a workshop on the new methods and was followed up with extensive support activities. In addition to describing the program elements and implementation stages, this document presents a report of the training program for 1984-87, results of final program evaluations for 1984-87, typical responses from workshop participants, and results of a follow-up survey of the teachers trained. (PGD)

ED 281 286 EA 019 350

Larsen, Terry J.
Identification of Instructional Leadership Behaviors and the Impact of Their Implementation on Academic Achievement.
PUB DATE- Apr 87
NOTE- 91p.; Synopsis of Doctoral Dissertation, University of Colorado--Boulder. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Rating; *Administrator Role; Elementary Education; Instructional Effectiveness; Instructional Improvement; *Instructional Leadership; Leadership Responsibility; Performance Factors; *Principals; Questionnaires; *Research Utilization; School Effectiveness; School Surveys; Teacher Administrator Relationship; *Teacher Attitudes

Results of a questionnaire on instructional leadership administered to elementary school principals and teachers in California confirmed literature findings that instructional leadership behavior significantly influences student achievement. The study sought to determine (1) the 29 most important instructional leadership behaviors through literature review and expert opinion, (2) the degree to which principals implement these behaviors in high- and low-achieving schools, and (3) the behaviors' effect on reading and math achievement. The questionnaire was sent to respondents from schools with differing achievement scores on the California Assessment Program. The 510 returned questionnaires represent a response rate of 60 percent. Ten tables present data findings. The 29 "most important" of 44 commonly identified instructional leadership behaviors were compared in frequency between high-achieving schools (HAS) and low-achieving schools (LAS). Discoveries include the following observations: (1) HAS teachers rated their principals as demonstrating 10 instructional leadership behaviors more often than did LAS teachers, including goal communication and frequent classroom visits; (2) HAS teachers perceived that their principals performed six functions associated with the principal role more often than did LAS teachers; and (3) HAS principals' 10 behaviors should be studied for validation among "effective" schools. Instructional leadership models, experts' ratings, and a six-page bibliography are appended. (CJH)

ED 281 300 EA 019 364

Richardson, William M.; And Others
Statistical Profiles, 1985-86.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Dec 85
NOTE- 237p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Board of Education Policy; *County School Districts; Data Analysis; Educational Assessment; Elementary Secondary Education; Enrollment Projections; Government School Relationship; *Long Range Planning; Profiles; Projective Measures; Public Policy; Research Utilization; Resource Allocation; School Community Relationship; *School Demography; School Personnel; *School Statistics; School Support; School Surveys; Statistical Analysis; *Statistical Studies
IDENTIFIERS- *Montgomery County Public Schools MD
This eighth annual issue is one of two companion reports that provide comprehensive information about Montgomery County (Maryland) Public Schools, for school system staff, the education board, county government, and public. This report offers general information and statistical data about schools, their staffs and students, and school administrative offices. The data ensure standard definitions, statistical procedures for uniform data, and references for educators and government agencies. The report is organized into six sections: (1) purpose and organization of the report, types of data reported, and definitions of terms and data elements; (2) selected data about the county and school system, including school openings and closings, planning projections for population, income, and housing, and distributions of selected data elements reported in school profiles; (3) six summaries of school profiles, including all schools and centers in the system, regular schools, school levels, and alternative centers; (4) cluster maps, individual school profiles, and alternative center profiles; (5) a list of county school system administrative offices and departments; and (6) a list of specialized statistical reports about county public schools. The table of contents lists schools alphabetically by high school cluster and by page references. (CJH)

ED 281 313 EA 019 386

Pajak, Edward; Glickman, Carl D.
Dimensions of Improving School Districts.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (42nd, New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Attitudes; Board of Education Policy; *Change Strategies; Criterion Referenced Tests; Educational Environment; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; Interviews; Organizational Communication; Organizational Theories; Participative Decision Making; *Program Effectiveness; Research Utilization; *School Districts; *School Effectiveness; Student School Relationship; Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- *Georgia
To broaden the scope of effective schools research by including change processes and a wider unit of study, this project investigated three Georgia school districts demonstrating improvements in student achievement for three consecutive years. Research identified these elements: (1) the sequence and influence of events, factors, and people contributing to improvement; (2) commonalities among districts; and (3) factors unique to individual systems. Selection was based on improved scores on state reading and mathematics criterion-referenced tests by fourth and eighth graders. Researchers interviewed 30 administrators, teachers, and office personnel in each district for 1 hour. Questions concerned opinions about student gains, key events, influential people, school changes, and informants' changes. Eight categories, reported as common findings, revealed districts' commonalities: awareness and alignment, teaching and materials, planning and sharing, progress review, system-wide policies, competition and cooperation, influential persons, and costs. Conclusions involved four dimensions in overall change processes. First, a dialog about test importance and improvement plans was established among teachers and administrators. Second, an infrastructure facilitated dialog by increasing supervisory assistance for teachers. Third, instructional leadership was distributed so that various positions had specifically defined responsibilities for instructional improvement. Fourth, a "fulcrum" of support for teachers was provided as the "lever" of increased expectations was pushed. (CJH)

ED 280 942 CE 046 521

Strategies for Employers for Supporting Female Apprentices in Non-Traditional Trades. Affirmative Action Issues Paper No. 1.
Australian Dept. of the Prime Minister and Cabinet, Barton. Office of the Status of Women.
PUB DATE- Jan 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Apprenticeships; Change Strategies; *Employment Problems; *Females; Foreign Countries; *Helping Relationship; Intervention; Mentors; *Nontraditional Occupations; Orientation; Policy Formation; Postsecondary Education; Sexual Harassment; Supervisory Training; *Trade and Industrial Education; Unions

This booklet is intended to assist Australian employers in helping female apprentices in nontraditional trades overcome barriers to their successful completion of training. The first part deals with the following difficulties experienced by female apprentices: isolation, restrictions on the breadth of training, women's need to "prove" themselves, practical jokes, offensive physical environments, and sexual harassment. The second half of the guide describes strategies for supporting female apprentices: induction courses for apprentices, training and development for supervisors and coworkers, off-the-job training centers, industry support structures, appointment of support persons or mentors, support from other women, consultation with unions, adoption of a sexual harassment policy, design of equipment, and liaisons with Technical and Further Education (TAFE). (MN)

ED 281 152 CS 008 759

Tankard, James W., Jr.
How to Read a Newspaper Article.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *Newspapers; Reading Comprehension; *Reading Improvement; Reading Processes; *Reading Strategies
IDENTIFIERS- Critical Analysis
A common technique to aid in developing critical thinking skills is to suggest pertinent and key questions and recommend that readers engage in an internal dialogue to answer these questions. This approach can be used effectively in reading newspaper articles and will become more useful with practice. Twelve constructive questions that newspaper readers can ask themselves to help process information more skillfully are (1) What kind (genre) of journalism is it? (2) What kind of occurrence or event produced the news story? (3) In terms of traditional news values, why is this story in the paper? (4) Was this event created in order to get coverage? (5) What is the writer's background? (6) Is there obvious bias on the part of the writer of the article (or the writer of the headline)? (7) Is it possible to verify the information in the article? (8) What sources are used in the newspaper article? (9) What kind of play is given to the story? (10) What is omitted or left out? (11) How is the event framed? and (12) What are the "latent" values being transmitted by the news articles? If this kind of critical thinking could be applied by more people to the reading of newspapers, the result would be a less gullible and better informed public. (NKA)

ED 281 191 CS 008 812

Davis, Shirley
Types of Literature Found in Children's Basal Readers.
PUB DATE- Apr 87
NOTE- 21p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Basal Reading; Childrens Literature; Grade 2; Primary Education; Reader Response; Reading Attitudes; *Reading Instruction; *Reading Interests; *Reading Materials; Reading Programs; Reading Research; *Story Reading; *Textbook Content
A study examined three different basal reading series (MacMillan, Harcourt-Brace, and Scott Foresman) at four different levels for the types of stories found in the readers, as well as for acts of reading portrayed in the stories. Subjects, 12 second grade students at a New Jersey elementary school, completed a teacher-constructed inventory on the basal readers they were currently using. Data analysis showed that contemporary stories appeared most frequently, followed by folk tales, while fairy tales appeared least in the books examined. In all three basal series, contemporary stories became more prevalent as the grade level progressed. Total acts of reading portrayed in the stories constitute less than 10%, and usually showed people or animals reading signs. While the students seemed to enjoy reading in the basal series that they used, an apparent mismatch was found between the types of stories found in the readers and the types of stories the students preferred. (A section on related research and tables of data are appended.) (NKA)

ED 280 957 CE 046 748

Simpson, Kawanna J.; And Others
Economic Development Planning for Single Parents. Curriculum Materials for Vocational Teachers of Adolescents and Single Parents. Special Emphasis on Meeting the Needs of the Teen Parent.
Kentucky Univ., Lexington.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 86
NOTE- 284p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Banking; *Basic Business Education; Behavioral Objectives; Career Planning; Child Development; *Consumer Education; *Daily Living Skills; Decision Making; Early Parenthood; *Economics Education; Employment Opportunities; Equal Opportunities (Jobs); Housing; Insurance; Interpersonal Competence; Learning Activities; Lesson Plans; *Money Management; Networks; *One Parent Family; Parenting Skills; Post High School Guidance; Pregnancy; Self Concept; Sexuality; Stress Management; Taxes; Transportation; Values Clarification
This guide is intended for use in school-based intervention programs intended to help single parents (particularly teenagers who are expecting or already have a child) master basic money management and consumer skills. The guide is divided into sections dealing with the following topics: interpersonal relationships, value clarification, self-esteem, assertiveness, stress management, networking, human sexuality, teenage pregnancy, teenage parenting, child development and guidance, consumer rights and responsibilities, consumer decision making, banking and investment, taxation, health and life insurance, housing, transportation, success in balancing home life and a career, career planning, career-related education beyond high school, and equal employment opportunities. Information within each section is presented in relation to an overall objective, and concepts corresponding to the overall objective are included. Behavioral objectives are listed after each concept. Detailed teaching strategies, resource listings, and evaluation techniques follow. Concluding the guide are a 22-page resource guide and general information for teachers of students with special needs. (MN)

ED 281 038 CE 046 931

Mintz, Adin
Exhibicion Avanzada. (Advanced Display). Spanish-English Wordbook.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Feb 79
NOTE- 36p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Career Exploration; Definitions; *English (Second Language); Equipment; *Exhibits; Hand Tools; Limited English Speaking; *Merchandising; Secondary Education; *Second Language Instruction; *Spanish; Spanish Speaking
This wordbook was developed as a supplementary aid for both native Spanish speakers learning English and the English speaking who are learning Spanish. It contains definitions of selected words important to a particular trade or occupation--in this case creating exhibits and merchandising displays. The English spelling of the word defined is in parentheses above the Spanish spelling in the Spanish version. The English definitions are on the pages opposite the Spanish definitions for cross reference. Sentences utilizing the word are provided in both languages. The wordbook is suitable for classes in English as a second language, Spanish, vocational career exploration, and language improvement within a trade in conjunction with other texts or materials. (KC)

ED 280 984 CE 046 777

Jenkins, Janet; And Others
Distance Teaching: A Catalyst for Curriculum Change for Introducing Vocational Subjects.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 17p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Developed Nations; Developing Nations; *Distance Education; *Educational Innovation; *Foreign Countries; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Europe (East); Great Britain; India; Thailand; USSR
Distance education offers a set of techniques through which new content can be rapidly and effectively introduced into schools. Its growing importance is due to these key factors: educational expansion, democratization of education, improving quality, and reducing costs. If distance teaching methods are to be used successfully for curriculum innovation within schools, there are at least four essential criteria for success: suitable materials, teacher orientation, access to school resources, and acceptable curriculum innovations. Three major roles for distance learning methods are to diversify the curriculum by introducing new subjects; to improve choice, by making a wider range of subjects available; and to change the content and emphasis of the curriculum by teaching traditional subjects with a more practical slant. Some examples of how distance teaching has been used for vocational or technical education at various levels are nonformal technical education in Pakistan, further education in Britain, the Open Tech program for technical education, and development of professional scientific and technical manpower in eastern Europe, the Soviet Union, Thailand, and India. (YLB)

ED 281 025 CE 046 878

Roth, Gene; Tesolowski, Dennis
Performing Classroom Management Functions with Competency-Based Instruction. Microcomputer Applications for Vocational Teachers: A Competency-Based Approach--Book E.
Idaho State Univ., Pocatello.; Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 86
NOTE- 44p.; For related handbooks, see CE 046 874-878.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; Competency Based Teacher Education; Computer Assisted Testing; *Computer Managed Instruction; Computer Oriented Programs; Computer Uses in Education; Inservice Teacher Education; *Microcomputers; Resource Materials; Secondary Education; Student Organizations; *Teacher Improvement; Units of Study; Vocational Education; *Vocational Education Teachers
This handbook is the fifth in a series of five competency-based resource guides on microcomputer applications for vocational teachers. The four units of instruction in this handbook are concerned with the content of the 10 competencies included in the category, "Performing Classroom Management Functions with Competency-Based Instruction." Unit topics are (1) determining classroom management activities; (2) maintaining classroom rosters, attendance records, and inventories; (3) generating tests, scoring tests, and recording grades or performance progress; and (4) managing a vocational student organization. Components of each unit include unit and specific objectives, informative material, sample forms and evaluation measures, examples, a summary, achievement indicators, and a list of references. (YLB)

ED 281 067 CE 047 042

Literacy and Second Language Speakers of English. Viewpoints. A Series of Occasional Papers on Basic Education. Issue No. 3.

Adult Literacy and Basic Skills Unit, London (England).

PUB DATE- Feb 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Students; Basic Skills; *Bilingual Education; Creative Writing; Educational Needs; *English (Second Language); Ethnic Groups; Foreign Countries; *Functional Literacy; *Literacy Education; Minimum Competencies; Minority Groups; Second Language Instruction; *Second Language Learning; Skill Development; Student Needs

This collection of papers focuses on literacy and the special educational needs of speakers of English as a second language (ESL). In a paper entitled "Ethnic Minority Educational Needs in the 1980s," Gurnam Heire examines some of the changes in employment and training that have taken place over the past few years and how these affect the educational needs of ethnic minority communities. Jane McLaughlin's paper, "Creative Writing in English as a Second Language Work," makes a case for not neglecting the important part that writing can play in working with persons for whom English is a second language. In "Bilingual Teaching and ESL," Sufia Majid emphasizes the importance of the mother tongue and of the bilingual teacher in language and literacy work. Jane Rawlingson Mackillop draws on her experience in southern California in her paper, "Acquisition: A Common Factor in Teaching Literacy to Native and Non-Native Speakers." In the final paper, "Integrating First and Second Language Speakers of English," Frances Graham examines some of the possibilities and problems of mixed literacy provision for those for whom English is a first or second language. (MN)

ED 281 081 CG 019 814

The Community Care Program Makes a Difference. Annual Report to the Governor and the Illinois General Assembly on Public Act 81-202, Fiscal Year 1986.

Illinois State Dept. on Aging, Springfield.
PUB DATE- Sep 86
NOTE- 18p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Day Care; Aging (Individuals); *Community Services; Home Management; *Home Programs; Housekeepers; Individual Needs; *Older Adults; Social Support Groups; State Aid; *State Programs; *Visiting Homemakers
IDENTIFIERS- *Illinois Community Care Program
This document contains an annual report on Illinois' Community Care Program (CCP), a program which provides in-home and other support services to help older persons to remain living at home and avoid premature institutionalization. Three levels of care provided by the CCP are described: (1) chore housekeeping, consisting of basic household tasks such as cleaning floors; (2) homemaker services, including personal care tasks, and more complex household tasks; and (3) adult day care. Other services which support the CCP are discussed, including case management, toll-free information and referral systems, and nursing home prescreening. The history of the Community Care Program since its inception in 1979 is briefly reviewed. The CCP's commitment to high quality service is discussed in the areas of a quality assurance program; the emphasis placed on training; case management standards; CCP rules; and demonstration projects concerned with special programming for victims of Alzheimer's Disease, skilled nursing and home health care, and companion and supervision services. (NB)

ED 281 110 CG 019 844

Ellis, Thomas E.
Cognitive Characteristics of Suicide Ideators and Attempters.
PUB DATE- 22 Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Beliefs; *Cognitive Measurement; Cognitive Processes; *Individual Differences; *Personality Traits; *Self Destructive Behavior; *Suicide
IDENTIFIERS- *Ideation; *Irrational Beliefs
Comparisons between individuals who attempt suicide and those who complete suicide have shown that the two groups are not necessarily from the same population. Similar comparisons have not been reported between attempters and individuals who voice thoughts of suicide but make no overt attempt (ideators). Since therapists are commonly required to deal with both suicide ideators and suicide attempters, it is therapeutically relevant to question whether such individuals should be approached differently. To address this issue, suicide ideators and suicide attempters (N=40) were compared on the Beck Depression Inventory, the Hopelessness Scale, the Dysfunctional Attitude Scale, and the Irrational Beliefs Test. Subjects were also administered the Scale for Suicide Ideation, a structured interview designed to quantify severity of suicidal thinking. Results revealed no significant differences in depression, hopelessness, or dysfunctional attitudes; the only significant difference occurred on 1 of 10 subscales measuring irrational beliefs. Trends suggest that larger group sizes might have produced findings of greater, rather than less, irrationality among ideators relative to attempters. These findings run contrary to the notion that a continuum of severity exists between ideators and attempters, with ideation representing a less severe form of cognitive disturbance than suicidal behavior. Instead, these results support the notion that ideators should be treated as potential suicide attempters. (Author/NB)

ED 281 192 CS 210 332

Coleman, Eve

Response Groups as a Source of Data for Classroom Based Research.
PUB DATE- 19 Mar 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Group Instruction; Higher Education; Peer Evaluation; *Peer Teaching; Remedial Instruction; *Teaching Methods; Tutorial Programs; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Basic Writing; *Collaborative Learning; *Teacher Researchers

The investigation of peer response groups in a basic college writing class was one method of charting the development of students' writing skills over the span of a semester to see if collaborative learning was beneficial to the writing process. Response groups were tape-recorded and observed, and members were interviewed. By the fourth week of the semester it was clear that the students had begun to develop an awareness of the need to examine their compositions for considerations other than mere surface errors. They had begun to "re-see" their drafts as a result of comments made in response groups. As time went on, the participants interrupted themselves more frequently and seemed to be mentally planning revisions as they made self-directed comments about their papers--a skill often lacking in inexperienced writers. These basic writers began to develop the fluency needed to write "passionately," after practicing their critical skills on others. In the collaborative learning situation of the response group they had begun to do more of the kinds of things seasoned writers do--experiencing dissonance, doing more self-monitoring, and beginning to write and read critically. (Transparencies used in the presentation are included, and figures and references are appended.) (NKA)

ED 281 206 CS 210 425

Parker, Walter C.; And Others

Dialectical Reasoning on Civic Issues.
PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Citizenship; *Civics; Content Analysis; Controversial Issues (Course Content); *Critical Thinking; *Educational Research; *Essays; Grade 11; High Schools; High School Students; Learning Strategies; Metacognition; *Persuasive Discourse; Political Issues; Public Policy; Social Problems; Social Studies; *Writing Instruction; Writing Skills
IDENTIFIERS- *Scaffolding

Twenty-four eleventh grade students attending a month-long, summer civic-leadership institute in a Pacific Northwest city participated in a study that examined their dialectical reasoning on civic issues. This reasoning was elicited through written scaffolding, with students guided explicitly to compose essays arguing for or against a position on a given issue. The essays were organized so that the second and third paragraphs were related dialectically, while the first and fourth were a knowledge summary and conclusion, respectively. Scaffolding within paragraphs was less explicit. The essays were analyzed to discover use of six categories of dialectical reasoning: value claims, lines of support, relevant counterarguments, empathic counterarguments, lines of counterargument, and dialectical conclusions. Results indicated (1) that most students argued both for and against their position, (2) that most summarized what they knew about the issue without apparent interference from their own bias about it, (3) that most used only one line of reasoning, (4) that most wrote an empathic paragraph about the other side of the issue, (5) that most argued against their position using just one line of reasoning, and (6) that most did not show even incipient dialectical reasoning in the concluding paragraph. (Copies of four student essays and an extensive list of references are appended.) (FL)

ED 280 943 CE 046 619

Kuchinsky, Charlotte A.
Electronics/Electromechanical Technology. Instructional Resource Guide for Competency Based Education.
Thomas Nelson Community Coll., Hampton, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 86
NOTE- 324p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); *Behavioral Objectives; Competency Based Education; Course Descriptions; Criterion Referenced Tests; *Electromechanical Technology; *Electronics; *Electronic Technicians; Grading; *Job Skills; Occupational Information; Secondary Education; State Curriculum Guides; Student Organizations; Student Records; Trade and Industrial Education
This instructional resource guide is intended to aid teachers and curriculum specialists in developing instructional materials for the first two years of preparation of electronics technicians. It is part of the secondary/postsecondary master technician program. Section I on occupational information presents general information and the electronics/electromechanical technology section of "The Forecast of Occupational Demand," which provides a variety of information about the career as it is characterized on the Virginia Peninsula. Section II contains a task list arranged in a suggested teaching sequence. Task analysis sheets, arranged by duty areas, provide performance and enabling objectives, criterion-referenced measures or test items, learning activities and steps for teaching the task, recommended instructional aids, and references and audiovisual materials. Section III describes courses based on the task analysis in section II. Course descriptions, content outlines, and suggested task teaching sequences are provided. Section IV offers information on student organizations. Section V illustrates examples of classroom management and instructional systems

developed by teachers incorporating competency-based vocational education techniques into their courses and programs. Section VI contains information on the characteristics of grading and recording systems for competency-based education. Appendixes include a bibliography and listings of selected audiovisual materials and tools and equipment. (YLB)

ED 281 012 CE 046 861

Creative and Arts Activities in Further Education. A Discussion Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-63-X
PUB DATE- 87
NOTE- 27p.; Not available in paper copy due to colored paper and ink.
AVAILABLE FROM- Publications Despatch Centre, Department of Education and Science, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art; *Art Education; Creative Activities; *Creative Development; *Creativity; *Curriculum Development; Developed Nations; *Faculty Development; Foreign Countries; Postsecondary Education; Vocational Education
IDENTIFIERS- *United Kingdom
This paper argues that there is a pressing need to discover, develop, and validate a variety of creative skills and aptitudes among students that are too often undervalued in education and training. The immediate concern is with non-advanced further education in the 16-19 age range. Section One describes the changing context of further education. Section Two discusses the importance of creative activities in relation to the changing roles of further education. It considers some of the characteristics of creative activities and the opportunities to promote them across the curriculum. Section Three addresses the arts as a major curriculum area where there has been much successful experience in developing the creativity of young people--an area that has been undervalued in the highly instrumental approaches that characterize much of the further education sector. Section Four considers the implications of the arguments for the further education curriculum and focuses on issues of validation, assessment, and staff development. A bibliography is appended, as well as a list of aims and objectives of a creative development course. (YLB)

ED 281 039 CE 046 932

Mintz, Adin
El Cuidado de Ninos. (Child Care). Spanish-English Wordbook.
Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Feb 79
NOTE- 40p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Career Exploration; *Child Caregivers; Child Development; *English (Second Language); Limited English Speaking; Secondary Education; *Second Language Instruction; *Spanish; Spanish Speaking; *Young Children
This wordbook was developed as a supplementary aid for both native Spanish speakers learning English and the English speaking who are learning Spanish. It contains definitions of selected words important to a particular trade or occupation--in this case, child care. The English spelling of the word defined is in parentheses above the Spanish spelling in the Spanish version. The English definitions are on the pages opposite the Spanish definitions for cross references. Sentences utilizing the word are provided in both languages. The wordbook is suitable for classes in English as a second language, Spanish, vocational career exploration, or language improvement within a trade--in conjunction with other texts or materials. (KC)

ED 281 096 CG 019 830

Arffa, Naomi B.; Strube, Michael J.
Type A Behavior Pattern and Relationship Quality among College Dating Couples.
PUB DATE- Aug 86
NOTE- 39p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; College Students; Conflict; *Conflict Resolution; *Dating (Social); Higher Education; *Individual Differences; Interpersonal Communication; *Interpersonal Relationship; Life Satisfaction; Mate Selection; *Personality Traits
IDENTIFIERS- *Type A Behavior; *Type B Behavior
Researchers have begun to recognize that because Type A and Type B behavior patterns represent pervasive lifestyles, they may have general implications for various psychological phenomena. One area of interest concerns the influence of Type A and B behavior on the quality and functioning of interpersonal relationships. A study was conducted to investigate the influence of Type A and B behavior by members of dating couples on their relationship satisfaction, commitment, and long-term intentions. Thirty-one dating couples, all university students, completed questionnaires measuring Type A or B behavior patterns, partner's behavior patterns, quality of relationship, and dating history. Subjects also completed four biweekly questionnaires measuring conflict and conflict resolution, attribution of blame, quality of communication, and relationship satisfaction and commitment. Results indicated that partners with contrasting behavioral orientations were more committed to their relationships, and had higher intentions to marry their partners, than did couples where partners had similar behavior styles. One contributing factor to this difference appeared to be the manner in which couples resolved conflict. Couples with contrasting behavioral styles were less likely than couples with similar behavioral styles to use a confrontational style of conflict resolution. Type A females were more likely than Type B females to blame partners for relationship conflict, suggesting that the Type A self-serving bias may be disruptive in interpersonal

relationships. (Author/NB)

ED 281 125 CG 019 859

Dickel, C. Timothy
Professional Facilitation of Support Groups: Necessary Attitudes and Knowledge.
PUB DATE- 15 Mar 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; *Developmental Stages; *Group Dynamics; *Leadership Training; *Professional Development; *Social Support Groups
IDENTIFIERS- *Facilitators
This paper notes that the rapid increase in the number of support groups for older persons and for their caregivers necessitates a look at the role of the professional as a facilitator of support groups. It defines the concepts of social support and support group and then proceeds to describe the dynamics of a suport group. Definitions proposed by several authors are discussed. The role and function of the facilitator at each stage in the life of the support group are presented. Tables are included listing facilitator behaviors for each of the developmental stages of the support group (pregroup, preaffiliation or inclusion, power and control, intimacy, differentiation, and termination). Ways of gaining experience before facilitating a support group are suggested. The need to acquire an academic knowledge base regarding the operation of support systems and of support groups, the need to observe and belong to an organized support group, and the need to allow the beginning facilitator to develop a small scale support group or to co-facilitate a support group are discussed. Emphasis is placed on the facilitator drawing out the expertise of the group members. (Author/NB)

CS

ED 281 139 CS 008 655

Crismore, Avon
The Use of Author Roles in Improving Textbooks and Learning. Technical Report No. 365.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 41p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; Instructional Materials; Language Styles; Literary Criticism; Literary Styles; *Reader Text Relationship; Reading Comprehension; Student Needs; Technical Writing; Textbook Content; *Textbook Preparation; *Textbooks; *Writing for Publication; Written Language
IDENTIFIERS- Audience Awareness; Author Text Relationship; Points of View (Writing); *Text Factors; *Text Structure; Voice (Rhetoric)
All language use, including written school language, is rhetorical and communicative, and both composing and reading textbooks are rhetorical situations that include interactions and transactions. One issue concerning text characteristics is whether the diverse parts that authors play influence how students learn from their books and respond to the text. Throughout history the roles considered appropriate for authors have changed and converged, and views of authorship also vary from one discipline to another. If a continuum were developed for instructional texts, at one end would be unauthored textbooks produced by publishers, editors, and educators--authorities in the field--that contain canonical knowledge and beliefs, while at the other end would be single-authored textbooks in which the author takes a point of view. Textbook authors and publishers and curriculum designers must be concerned with style as well as content if they wish to present students with accessible, effective texts. Since 1930 most textbooks have been written in the same mode, "textbookese"--an emotionless writing style with the author flattened out by use of the third person, "objective" point of view. If learning is to improve, (1) authors must write natural texts, (2) authors must become storytellers for content-area textbooks, (3) curriculum designers must plan for multiple texts on a single topic, and (4) textbooks must have real authors rather than committees of developers. (NKA)

ED 281 153 CS 008 762

Kurth, Ruth J.
Literacy: The Myth and the Challenge.
PUB DATE- Dec 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Reading Forum (Sarasota, FL, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Literacy; Educationally Disadvantaged; *Functional Literacy; *Illiteracy; Job Skills; *Literacy; Mass Media Effects
In the last decade many people have questioned the long-range effectiveness of literacy education in America. The response to this discussion about the "literacy crisis" has been the growth of three commonly held generalizations: (1) that in previous eras, Americans enjoyed remarkable levels of literacy; (2) that the role of print has been lessened or even negated since television and radio replaced it as the primary source of information for many Americans; and (3) that literacy standards would be higher if there had been, historically, more legislative control over school personnel and curriculum. Public concern about basic knowledge and literacy skills has proved valid, but Americans have actually been reading and writing more than ever before. Ninety-four percent of Americans reported that they read either a newspaper or news magazine, and one-third said that they read at least one book every six months. Although it cannot be said that Americans have lately emerged as less literate than before, society's demand for high level literacy has never been greater. Those individuals who wish only minimal literacy skills have not been able to find and keep employment, and if the nation's educational institutions are not meeting this challenge, then there is indeed a literacy crisis in America. (Fourteen references are included.) (AEW)

ED 281 166 CS 008 775

Davison, Alice
Readability--The Situation Today. Reading Education Report No. 70.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 43p.; For the technical report with the same title, see ED 266 441.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; English; Language Processing; Non English Speaking; *Readability; Readability Formulas; *Reader Text Relationship; *Reading Instruction; *Reading Research; *Test Reliability; *Test Validity; Theory Practice Relationship

Defining readability in both the narrow sense of formula use and refinement and the broader sense of the processing and comprehension of language, this paper argues for the need for more research focusing on readability as a way of improving the match between reader and text. Following a brief introduction, the paper reviews current readability formula research, revealing two strong trends--one toward greater statistical accuracy and more comprehensive measurement of text variables, the other toward greater convenience for the average computationally unskilled user. Noting the conflict inherent in these trends, the paper then looks at alternative approaches to measuring readability drawn from studies of the comprehensibility of jury instructions, of government forms and regulations, of stories in children's reading lessons, of children's literature selections, of selections in languages other than English and from languages without previous traditions of writing. The paper then reviews research on language processing, contrasting the properties of readability formulas with what is currently known about how language is acquired and used. The paper concludes that research beyond formulas, investigating written language and analyzing the psychology and linguistics of language processing, will provide insight into the pressing question of how to improve text readability. (Twenty-four references are included.) (FL)

ED 281 220 CS 210 445

Jones, G. H.; Steinberg, E. R.
The Evolution of a Graduate Writing Program: The Master of Arts in Professional Writing at Carnegie Mellon University. CDC Technical Report No. 33.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
PUB DATE- Feb 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Computer Oriented Programs; Degree Requirements; Graphic Arts; Higher Education; Internship Programs; Layout (Publications); *Masters Programs; Professional Education; *Program Content; Student Experience; *Technical Writing; Writing (Composition); *Writing Instruction; Writing Skills

The Master of Arts in Professional Writing (MAPW) offered by Carnegie Mellon University (Pennsylvania) is designed for students who want careers as document designers in industry and government, where they will plan, write, and evaluate computer manuals and on-line documentation, training and instructional materials, technical reports, and a wide range of internal and external communications (forms, brochures, newsletters, public relations releases). The MAPW prepares students for several possible points of entry into a professional writing career by developing their understanding of the most frequently occurring problems in professional communication. The program requires three semesters of course work in writing, rhetorical theory, linguistics, visual design, and computer technology. It also requires a professional internship with a corporation, government agency, consulting firm, university, or other commercial or research organization. To receive the MAPW degree, students must complete 36 credit hours of approved course work with an average grade of "B" or better and the professional internship (one credit hour). Through courses, the internship, and research and teaching assistantships on campus, the MAPW program seeks to develop in students (1) a refinement of writing, reading, and critical skills; (2) an understanding of rhetorical theories that pertain to the processes of composing and communication; (3) a more sensitive understanding of the structures and practices of English discourse; and (4) an understanding of the role of visual design in communications and a knowledge of the relationship between verbal and visual communication. (AEW)

ED 281 273 EA 019 296

Spillane, Robert R.
Viewpoint Session--Merit Pay: Is It the Way?
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Instructional Improvement; *Merit Pay; *Professional Recognition; Teacher Motivation; Teacher Salaries; Teaching (Occupation)
This paper presents an approach to merit pay that can spur achievement of three important goals: (1) rewarding outstanding teachers with both salary and prestige; (2) strengthening the teaching profession by cultivating leadership from within and encouraging collegial support; and (3)making it professionally and financially advantageous for the best teachers to remain in the classroom enhancing the quality of education. This kind of successful approach depends on viewing merit pay in the proper perspective: (1) teacher professionalism can be enhanced if the best teachers guide teacher candidates into the profession; (2) to attract highly qualified people, teaching must offer competitive salaries and promotional opportunities that do not take teachers out of the classroom; and (3) teacher evaluation must be made effective and should be research-based. Without such improvements in the profession, myths about the difficulties of differentiating appropriately among teachers will continue to dominate thinking about merit pay and will restrict possibilities for using merit pay fairly and effectively. (PGD)

ED 281 287 EA 019 351

Rada, Roger D.
An Economic Theory of School Governance.
PUB DATE- 22 Apr 87
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board Administrator Relationship; *Board Candidates; *Boards of Education; Conflict; Economics; Educational Administration; Elections; Elementary Secondary Education; Governance; *Motivation; *Social Exchange Theory; Superintendents; Voting
Working from the basic assumption that the primary motivation for those involved in school governance is self-interest, this paper develops and discusses 15 hypotheses that form the essential elements of an economic theory of school governance. The paper opens with a review of previous theories of governance and their origins in social science theory, then discusses the application of economic theory to social questions. The paper then develops its 15 specific hypotheses in six broad areas: (1) the motivation of school board candidates; (2) the campaign costs acceptable to candidates motivated by power or prestige; (3) the relative activity and interest levels of "power" candidates; (4) the reliance of board members on information providers outside the board, including the superintendent; (5) the relationships between board members' motivation and their interest in reducing conflict; and (6) the effects of voter distribution on conflict. (PGD)

ED 281 301 EA 019 365

De Pauw, Julie
Keeping Children in School: Springfield's Districtwide Prevention and Intervention Program for At-Risk Students.
Oregon School Study Council, Eugene.
PUB DATE- Apr 87
NOTE- 46p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Dropout Prevention; Educational Improvement; Educationally Disadvantaged; Educational Needs; Educational Philosophy; Elementary Secondary Education; *High Risk Students; *Inservice Teacher Education; Intervention; Interviews; Potential Dropouts; *Remedial Instruction; *Remedial Programs; Training Methods
IDENTIFIERS- Oregon
This report provides information about current research on at-risk students and describes the development of an at-risk program in an Oregon school district. After a preface and introduction, chapter 1 reviews current literature on students who are considered at risk of school failure. Issues explored include (1) student characteristics, (2) school characteristics, (3) a practical perspective on at-risk youth, (4) effective practices in secondary programs, and (5) incomplete guidelines for prevention at the elementary level. Chapter 2 looks at the development of Springfield's districtwide at-risk program, providing an overview of the district's philosophy and components of development. These include (1) support for prevention in the early years, (2) inservice activities, (3) needs assessment, (4) teacher cadres, (5) training materials for teachers, and (6) problems getting started. Chapter 3 describes the range of plans and activities being developed at the elementary level, utilizing interviews with a principal and a third-grade teacher to gain insight into various perspectives. Chapter 4 examines Project Excellence--a middle-school intervention program--and prevention programs at the high school level in the district. Included are 20 references, 3 tables, and a listing of interviews. (WTH)

ED 281 314 EA 019 387

Navarro, Richard A.; And Others
The Art of Becoming an Instructional Leader.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Classroom Research; Decision Making; Educational Assessment; Elementary Education; Ethnography; *Instructional Leadership; *Organizational Theories; Policy Formation; *Principals; Research Needs; Role Perception; *School Effectiveness; Student School Relationship; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Role; Vertical Organization
IDENTIFIERS- *Identity Formation; Organizational Culture; Policy Implementation
This progress report of ethnographic research on instructional leadership focuses on a new elementary school principal's role formation in relation to teaching staff and district organizational culture. The project, which examines the prevailing notion of instructional leadership in school effectiveness literature, reveals a gap in perspective between teachers and administrators concerning implications of mandated policies for classroom life. Researchers investigated factors contributing to the principals' identity formation and changes in teachers' and principals' role definitions during research. Intervention methodology--which assumes that teachers possess answers--had researchers share classroom observations and videotapes with principal and teachers. Informants' articulation about experiences and reexamination of tacit knowledge about teaching outcomes challenged the dominant "workshop" view of carefully moving participants up one conceptual notch at a time. With intervention, teachers and principal altered perceptions about roles and accountability. Understanding teachers' expectations thereby becomes a key ingredient of organizational effectiveness. School effectiveness literature treats principals and teachers as both the problem and solution for school improvement. This leads policymakers to demand tighter coupling in the organization whereby teachers and principals are held even more accountable for student performance on standardized tests, thus discouraging innovation. Research findings about role formation will suggest further investigation on ways the principal may legitimize teacher knowledge in school improvement efforts, as well as principal influence on teacher decision making. (CJH)

ED 280 958 CE 046 751

Preparing Students for the 21st Century. Career Education Handbook.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- 86
NOTE- 408p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancillary School Services; Career Development; *Career Education; Career Guidance; *Curriculum Development; Curriculum Guides; *Disabilities; Disadvantaged; Elementary Secondary Education; *Integrated Curriculum; Learning Activities; Needs Assessment; Program Development; Program Evaluation; *Program Implementation; Teaching Methods

This handbook provides educators with a practical planning and implementation guide for K-12 curriculum improvement in a context called career education. It also gives some direction for planning beyond the high school experience for continued learning and work placement. Chapter 1 establishes a rationale explaining the value of career education. Chapter 2 provides the terminology and definitions necessary to acquaint readers with the Iowa Career Education Model. Chapter 3 identifies points to consider for initiating/reviewing career education programs in local districts and for identifying staff roles and responsibilities. Sample checklists for planning are included. Chapter 4 provides information about the assessment and evaluation process as well as sample instruments. Chapter 5 contains current goal statements for curriculum areas. Hints and clues, including activity ideas, are given for incorporating needed curriculum improvements using career education concepts. Chapter 6 describes support components needed for a comprehensive career education program. These include guidance, community, media resource center, Career Information System of Iowa, and Project Discovery. Chapter 7 contains selected information to assist teachers working with disadvantaged and handicapped students. Methods of instruction, postsecondary transition, curriculum, and career development resources are identified. Review and discussion questions follow each chapter. (YLB)

ED 280 971 CE 046 764

Gallart, Maria Antonia
The Secondarization of Technical Education in Argentina and the Professionalization of Secondary Education in Brazil in a Comparative Perspective.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 25p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; Developing Nations; *Educational Change; Educational Development; Educational Policy; Educational Trends; Foreign Countries; *Job Training; *Professional Occupations; Program Improvement; *Secondary Education; *Technical Education
IDENTIFIERS- *Argentina; *Brazil
The evolution of technical education in Argentina has not been so much a process of vocationalization of academic education as a process of secondarization of vocational education. Argentine technical schools are the product of a process of convergence among terminal trade schools, vocational schools, and industrial technological schools that has resulted in an educational system with a dual purpose (to foster mobility toward higher education and to teach vocational skills) and a nonintegrated curriculum. Brazil, on the other hand, has traditionally had a selective academic secondary education accompanied by a less prestigious vocational branch, with the latter accounting for half the secondary school enrollment in 1971. In 1971 it was decided to vocationalize the entire second cycle of secondary education throughout Brazil. An amendment was subsequently introduced that allowed special preparatory studies for bright students. The attempted reform was not entirely successful because some schools cheated by retaining old curricula under new names, other schools lacked the resources to implement first-rate programs, and yet other schools offered certifications that discriminated between two kinds of qualifications in order to avoid granting professional degrees to incompetent graduates. The problem in both countries appears to be how to attain a mix of general education, preparatory studies, and vocational education in secondary education in a way that would permit a significant proportion of graduates to continue on to higher education but at the same time would furnish most of them with the skills necessary to compete in the labor market. (MN)

ED 280 998 CE 046 803

Harrington, David; Carlin, Thomas A.
The U.S. Farm Sector: How Is It Weathering the 1980's? Agriculture Information Bulletin Number 506.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 32p.; Based on the ninth report to Congress on the status of family farms.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agricultural Education; *Agricultural Production; *Economics; *Farmers; Farm Management; Farm Occupations; *Financial Problems; *Income
IDENTIFIERS- Debt (Financial)

Commercial farms with gross annual sales of $40,000 or more (28 percent of all farms) generally had positive after-tax rates of return to equity in 1985. But noncommercial farms, those with gross annual sales of less than $40,000 (72 percent of all farms), showed small after-tax losses. The farm economy has deteriorated since 1981 when farmland values began to decline. By 1984, farming households earned only about 80 percent as much as the national average, compared with their historic high in 1973 when they earned almost 50 percent more than the national average. As many as 15 percent of all farm operators who were in business before 1980 may leave farming for financial reasons before the current economic adjustments end. Rural counties and communities whose economies rely on agriculture will have trouble maintaining many services as declining farmland values shrink tax revenues. (Author)

ED 281 052 CE 047 022

Literacy and Partially Sighted Adults. An Introductory Handbook.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-22-X
PUB DATE- Oct 82
NOTE- 23p.; Published jointly with the Partially Sighted Society.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Foreign Countries; Illiteracy; *Literacy Education; *Media Adaptation; *Partial Vision; *Teaching Methods

Aimed at tutors with some experience of adult literacy work, this handbook offers information and advice that should help them adapt their teaching approaches to meet the needs of partially sighted students. It outlines the situations that are likely to arise during the tutoring situation with an explanation of common sense procedures and simple aids and describes how existing literacy material could be adapted to cater to the various conditions involving partial sight. An introduction describes visual problems. Section 2 concerns the first meeting with a student during which the tutor determines the student's level of literacy, the area in which he/she requires tutoring, and what he/she can see. In section 3, suggestions are made for making the most of vision. Light and lighting, magnification and viewing distance, and enlargement, contrast, and clarity are discussed. Section 4 offers practical ideas to encourage students to make maximum use of other senses to overcome difficulties presented by the distorted or indistinct visual images of the print. A conclusion presents several general teaching suggestions. An attachment lists addresses of resource organizations as well as sources of educational resources, both print and nonprint. (YLB)

ED 281 179 CS 008 790

Cohen, Paul, Comp.
High School Proficiency Test Skill Array: Reading.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-400.94
PUB DATE- Sep 85
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competency Based Education; Critical Reading; *Evaluation Criteria; Grade 9; *Minimum Competency Testing; *Reading Comprehension; Reading Research; *Reading Skills; Secondary Education; Study Skills; Test Coaching; Test Format; Test Items; Test Wiseness; Vocabulary Skills; Word Recognition
IDENTIFIERS- New Jersey High School Proficiency Test
One in a series of reading, writing, and mathematics subject booklets offered to acquaint teachers with the skills tested in each content area on the New Jersey High School Proficiency Test, this booklet on reading presents material that can be used in lesson planning and preparation of materials to ensure coverage of all skills throughout the year. Following a report of the reading committee convened in 1983 to help identify the skills to be tested, the next two sections outline the reading skills assessed on the test (literal comprehension and vocabulary, inferential comprehension, and study skills) and provide a description of the general conditions and the context in which each reading skill will be evaluated. The proceeding section contains a number of examples of high school proficiency test items from previous years, organized according to the specific skill areas that are discussed

in the initial sections. A cross reference of skills and test items is included. The booklet concludes with a feedback form on which the New Jersey State Department of Education asks participating teachers to evaluate the booklet. (AEW)

ED 281 234 CS 210 466

Smith, Conrad
Working Together: A Profile of Local Television Reporters and Photographers.
PUB DATE- Aug 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Interprofessional Relationship; Job Satisfaction; *News Media; *News Reporting; *Photojournalism; Profiles; *Television; Television Research; *Work Attitudes; Work Environment; Work Experience
IDENTIFIERS- Television Role
A study examined television reporters and photographers as a journalistic unit to see if their perspectives about news coverage coincided, weighing also the visual component of television news. Subjects, 793 reporters and 438 photographers culled from 200 randomly chosen network affiliates, completed questionnaires about working conditions, job commitment, and attitudes towards television news. Findings indicated that both reporters and photographers considered news video a powerful means of communication with its own grammar and syntax, independent of words. This conclusion is compatible with previous studies suggesting pictures are not facts but symbols (in the same sense that words are symbols), but it is different from the traditional scholarly approach that considers news pictures illustrations rather than separate means of communication. Both groups saw considerable potential for abuse of TV's visual power, believing a news source can appear in a positive or negative way depending on photographic production techniques. Results also indicated (1) that reporters earn more than photographers, (2) that reporters are more mobile and better educated, (3) that both groups agree they have a good working relationship but low morale, as well as even lower opinions of the journalistic quality of their stations' news product, and (4) that despite frustrations, both groups are committed to their work. (Tables of data are included and 17 footnotes are appended.) (NKA)

ED 281 247 CS 505 512

McDowell, Earl E.
Administrators' and Faculty Members' Perceptions of the Performance Appraisal Interview.
PUB DATE- 15 Nov 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Decision Making Skills; Department Heads; *Employer Employee Relationship; *Evaluation Methods; Evaluation Problems; *Faculty Evaluation; Faculty Promotion; *Interpersonal Communication; *Interviews; Job Performance; Management by Objectives; Problem Solving; Professional Recognition; *Teacher Administrator Relationship; Teacher Attitudes
An exploratory study examined how administrators (department heads/chairs) perceive faculty members, as well as themselves, in the performance appraisal interview. Subjects, 450 faculty members and 200 administrators at a midwestern university, answered an Appraisal Interview Questionnaire in which they rated administrator performance, content and methods in interviews; assessed faculty member role during interviews; ranked interview methods; and assessed faculty member performance during the interview. Results indicated that administrators were satisfied with the appraisal interview, whereas faculty members were dissatisfied with administrators' methods. Administrators had little formal training in interviewing, but the majority considered their evaluations of faculty members to be valid and reliable for determining merit pay. Using the "Tell and Sell" method (through which the supervisor acts as a judge and tries to persuade the employee that the evaluation is valid) and the "Management by Objectives" method to assess faculty, administrators had positive perceptions about the appraisal process, and rated faculty positively on their communication during the interview. Like the administrators, faculty members rated themselves positively on their performance during the interview. In contrast, however, faculty members regarded evaluations as unreliable and invalid when used as criteria for determining merit pay, and preferred the "Tell and Listen" method (in which the supervisor plays the role of judge but encourages disagreement to discover the true feelings of the employee) and the "Problem Solving" method (in which the supervisor does not judge but rather acts as a helper in employee development). (Tables of data and 27 references are appended.) (NKA)

ED 281 261 CS 505 605

Vallin, Marlene Boyd
Mark Twain--Proponent of Oral Expression: His Theories and Methods on Oral Reading.
PUB DATE- 20 May 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; Authors; Communication (Thought Transfer); *Creative Expression; Humor; *Literary Devices; *Oral Interpretation; Public Speaking; *Rhetorical Invention; Speech Communication; United States Literature
IDENTIFIERS- Audience Awareness; *Twain (Mark)

Mark Twain was a strong proponent of the superiority of the spoken word. Realizing the importance of conversational style, Twain derived from and acted in accordance with the principles of communication effectiveness which subsequently formed theoretical bases for communication instruction by such scholars as James Winans and Charles Woolbert. An avid interest in human behavior led Twain to perceive oral reading as an interactive relationship among source, speaker, and listener, and he maintained that the listener was the most important consideration. A reading by Charles Dickens introduced him to the profession of platform performing, and he learned the art through observation and practice, studying the techniques of contemporaries, Artemus Ward, Henry Ward Beecher, and the Reverend Dr. Chapin. Twain became a member of the Boston Lyceum Bureau and soon became convinced that the art of reading required greater skill than the art of lecturing. The material he found most entertaining to his audiences included stories, anecdotes, dramatic scenes, and descriptions from a wide variety of his writings. Twain recited his material in careless dress and constant deadpan expression, often appearing to be unprepared or confused; he would mark transitions by moving from one side of the stage to the other. He considered the dramatic pause a "powerful gun" and practiced it to perfection. Before the emergence of contemporary communication theory, with its emphasis on defining effectiveness as creating an intended response, Twain was practicing this theory with his innovative style. (Original and platform transcripts of one of Twain's most popular readings and 18 references are included.) (AEW)

ED 280 985 CE 046 778

Turner, D. A.
Secondary Technical Education in Mexico.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 19p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; Developing Nations; Economic Development; Foreign Countries; *General Education; *Job Training; Secondary Education; *Secondary Schools; *Technical Education; *Vocational Education; *Workshops
IDENTIFIERS- *Mexico

Technical secondary schools in Mexico can provide an invaluable service for students by moving them from the less well paid sector of the economy to the better paid sector. They are failing to attract the very poorest who cannot afford to leave work to go to school. In the three years of lower secondary education, the slightly better off students can, however, acquire a skill that will enable them to work their way through higher technical education. General and technical secondary schools share a common curriculum; all schools also have workshop subjects in the curriculum. Programs followed in workshops for technical training are also the same in technical and general schools. In contrast with a generally high level of provision of material circumstances, no state funding is available for consumable materials used in workshops. The cumulative process is one of increasing technicalization and vocationalization of general education, alongside the increased provision of technical education. This technicalization and vocationalization of secondary education is seen as one way of extending secondary education beyond a narrow elite and as a way of enriching and improving the education of the elite, to make them more responsive to the requirements of a modern society. (YLB)

ED 281 026 CE 046 879

Dislocated Workers. Local Programs and Outcomes under the Job Training Partnership Act.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-41
PUB DATE- Mar 87
NOTE- 90p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies--$2.00; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Compliance (Legal); *Dislocated Workers; *Employment Programs; *Federal Programs; *Job Placement; Job Training; Middle Aged Adults; Postsecondary Education; *Program Effectiveness; *Retraining; Unemployment
IDENTIFIERS- *Job Training Partnership Act 1982

The General Accounting Office (GAO) surveyed all Job Training Partnership Act (JTPA) Title III dislocated worker projects operating between October 1982 and March 1985 to obtain program information concerning (1) results achieved, such as placement rates and average wage levels; (2) assistance provided to participants, including skill training, direct placement, and support services; (3) characteristics of participants; and (4) program administration. The Title III projects reported having placed 69 percent of their participants in jobs. The average wage level reported for the jobs in which Title III participants were placed was $6.61 per hour--higher than the wage levels reported by other employment and training programs but lower than participants' prior wages and lower than that paid to private sector hourly nonsupervisory workers. While the services provided to Title III participants varied considerably, the predominant service provided was job placement assistance (more than 80 percent). Fewer than half of the participants received occupational skill training, and fewer than a quarter received support services. The projects also enrolled fewer older and less educated dislocated workers than the characteristic population of this group. Two issues emerged from GAO's analysis of the administration of Title III projects: the need to speed up implementation of Title III projects in some states and the need to reevaluate the matching requirement. Recommendations also were made to promote assistance for older and less educated workers. (KC)

ED 281 068 CE 047 049

Coben, Diana; Black, Sandy
The Numeracy Pack. Books 1-4.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-53-X
PUB DATE- 84
NOTE- 171p.
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Addition; *Adult Basic Education; *Arithmetic; Decimal Fractions; Division; Foreign Countries; Fractions; Mathematics Instruction; *Mathematics Skills; Measurement; Multiplication; Percentage; Place Value; Subtraction
IDENTIFIERS- Money Skills; *Numeracy; Time Telling
These four books are intended for use by individuals who need numeracy instruction as well as by those who help such individuals. Explanations are offered of how to do a large variety of calculations; different methods of getting the right answer are also provided. Book 1 focuses on numbers, how they are written, what they mean, how they are organized, counting, addition, subtraction, multiplication, division, and place value. Book 2 provides more advanced work on addition, subtraction, multiplication, and division. Topics covered in Book 3 include fractions, decimals, and percentages. Book 4 deals with measurement of time and distance, money, the metric system, and using a calculator. The books contain a mix of informative material and problems and exercises. (YLB)

ED 281 082 CG 019 815

Elder Abuse Demonstration Project. Third Interim Report to the Illinois General Assembly on Public Acts 83-1259 and 83-1432.
Illinois State Dept. on Aging, Springfield.
PUB DATE- 1 Apr 87
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Advocacy; Demography; *Elder Abuse; Individual Characteristics; *Individual Needs; *Intervention; Longitudinal Studies; Models; *Older Adults; *Prevention; *State Programs; Trend Analysis

IDENTIFIERS- *Illinois

This document contains the third annual interim report of the Illinois Elder Abuse Demonstration Program. It discusses the overall intent of the demonstration program, trends and changes in the third year of the demonstration program compared with the results from the first two years of the program, and achievements and recommendations for a statewide elder abuse and neglect program. It identifies significant data that have been gathered and analyzed on Illinois' four elder abuse demonstration projects. The history of the four demonstration projects is briefly reviewed and the three models of intervention being tested at the four projects are described: (1) the Child Abuse Model; (2) the Legal Interventions Model; and (3) the Advocacy Model. An analysis of third year data includes sections on characteristics of an abuse/neglect situation, types of abuse and neglect reported, report sources, substantiation of abuse and neglect, and significant differences between years 1 and 2 and year 3. Achievements and recommendations are discussed. The report concludes that there is a need to establish a statewide Elder Abuse and Neglect Program. A directory of Elder Abuse Demonstration Projects, demographic characteristics of older persons, and data tables are appended. (NB)

ED 281 111 CG 019 845

Patch, Michael E.; Stahelski, Anthony J.
Situational Salience as a Determinant of Expectations in Experimental Games.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Patterns; College Students; *Competition; *Cooperation; Environmental Influences; *Games; Individual Differences; Personality Traits; Two Year Colleges
IDENTIFIERS- *Prisoners Dilemma Game; *Situational Salience
Previous research provides support for two distinct models of expectation behavior in experimental games. The similarity pattern describes expectations that are similar to the actor's behavior regardless of whether the actor is cooperative or competitive. The triangularity pattern describes expectations that are both similar and dissimilar to cooperator's behavior and expectations that are only similar to competitor's behavior. In an attempt to reconcile these two positions, it was suggested that variations in the measurement context may create differences in situational salience which then affects both expectational patterns and attributional tendencies of the subjects. Undergraduate students participated in an experiment involving the Prisoners Dilemma game which varied whether or not measurements were taken "in the situation" or "out of the situation." It was predicted that, while competitors would not vary, cooperators would show similar expectations and make environmental attributions in the situation and show heterogeneous expectations and make dispositional attributions out of the situation. These predictions were confirmed for cooperators and an attributional analysis was used to further explain the results. (Author/NB)

ED 281 126 CG 019 860

Lipnickey, Susan Cross
Application of the PRECEDE Model to a School-Based Program of Drug, Alcohol and Tobacco Education.

PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; *Class Activities; *Drug Education; Elementary Secondary Education; *Health Education; Models; Participant Satisfaction; Program Development; *Program Evaluation; Program Implementation; Teacher Role; Teachers; *Teacher Workshops
IDENTIFIERS- *PRECEDE Model

The PRECEDE model, a conceptual model of comprehensive program development and implementation for health education, was used as a framework for a school-based drug (including alcohol and tobacco) education program specific to each individual classroom teacher's situation. A dual-purpose workshop was held for elementary and secondary school teachers which enabled participants to increase their knowledge of drugs and to understand the concepts of the PRECEDE model and their application within the school health program. A qualitative assessment was used to evaluate the workshop. Participants completed an open-ended workshop evaluation on the last day of the workshop and again one year later. The results indicated that the update on content was helpful, that the opportunity to work through a program was both helpful and difficult, and that participants felt that similar workshops should be required of all teachers. Recommendations for a follow-up study include the development of: (1) a knowledge pretest/posttest; (2) a standard knowledge, attitude, and behavior instrument for students; and (3) a systematic means of evaluating use of the PRECEDE model. (Figures are included which illustrate the PRECEDE model and working through the PRECEDE model, and provide a workshop content outline.) (NB)

ED 281 193 CS 210 333

Hall, Dennis R.
Mathematical Approaches to the Composing Process.
PUB DATE- Mar 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Higher Education; Interdisciplinary Approach; Mathematical Concepts; *Mathematical Logic; *Problem Solving; *Rhetoric; Rhetorical Invention; Teaching Methods; *Writing Instruction; *Writing Processes

Rhetoric and mathematics have much in common that can help explain the composing process. Common elements of rhetoric and mathematics important to the teaching of writing are (1) relationships between syntax and semantics, (2) practices of representation, and (3) focus on problem solving. Recent emphasis on "repair processes" in mathematics is similar to rhetoric's concern for the processes of revision and drafting. The artificiality of algebra maintains a distinction between the language that speaks directly about objects and the language in which the object language is spoken about. Rhetoric, on the other hand, tends to blur this language/metalanguage distinction. However, by applying mathematical logic to the writing process and using mathematical language in the writing class, the distinction can be clarified. Though both rhetoric and mathematics are means of knowing, of discovery, they mainly seek solutions to solve problems and communicate effectively. In the classroom, treating rhetoric as mathematics could provide an antidote to some of the "natural language" biases that plague the contemporary writing class. It may also encourage a problem-solving approach to the composing process. Finally, it may earn status for rhetoric by associating it with an idiom common in the natural and social sciences--areas that have established credibility. (Figures illustrating the relationship between rhetoric and mathematics are appended.) (SRT)

ED 280 944 CE 046 621

Active Job Placement in an Isolated Community. Final Report, from October 31, 1985 to June 30, 1986.
Florida Keys Community Coll., Key West.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 30 Jun 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Employment Potential; *Employment Services; *Job Placement; *Job Search Methods; Nontraditional Students; Program Development; *Rural Areas; School Business Relationship; Two Year Colleges; *Vocational Education

Florida Keys Community College (FKCC) undertook a project to expand and improve job placement services to increase the overall placement rate for Associate of Science program graduates. The size, minimal available resources, and isolated location of FKCC contributed to its graduates' difficulties with job search. Objectives were accomplished through: (1) the production and distribution of a brochure for employers that promoted the hiring of FKCC's vocational technical graduates and disseminated information regarding graduates' skills, (2) offering of an employability skills course, (3) a job fair, and (4) increased communication with advisors and counselors regarding nontraditional students. The employer brochure, job fair, and increased communication were successful. The employability skills course was not well received by the study body. (Appendixes include the brochure, job fair materials, and exit interview and academic advisory evaluation for applicants for graduation.) (YLB)

ED 280 999 CE 046 804

Government Intervention in Agriculture. Measurement, Evaluation, and Implications for Trade Negotiations. Foreign Agricultural Economic Report No. 229.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 62p.; Product of the trade liberalization project.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; *Agricultural Production; *Agriculture; Developed Nations; Developing Nations; *Foreign Countries; *Government Role; Grants; *Policy
IDENTIFIERS- *Government Subsidies

This report presents an analysis that defines and quantifies the extent of government intervention in the agricultural sectors of the market-oriented countries most active in trade. One aim is to provide usable economic information for the multilateral trade negotiations (MTN), recently launched under the auspices of the General Agreement on Tariffs and Trade (GATT). Results are designed to measure the levels of support (or taxation) provided to both agricultural producers and consumers using the concept of producer and consumer subsidy equivalents (PSEs and CSEs). Overviews are presented of the agricultural policies and perspectives on the new MTN of the United States and other GATT members, particularly the countries of the European Community, Canada, Japan, Australia, and New Zealand. Charts and narrative descriptions of the calculated PSEs and CSEs are provided for grains, oilseeds, cotton, livestock, dairy products, and sugar in 17 countries. PSEs and CSEs are then compared. These findings are reported: less developed countries tend to assist consumers; developed nations tend to assist producers; and assistance to producers of food grains, dairy products, and sugar tends to be higher than assistance to other producers. (YLB)

ED 281 013 CE 046 862

The College Does It Better. A Resource for Colleges of Further Education.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-64-8
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; College Administration; Colleges; Continuing Education; *Curriculum Development; Developed Nations; Educational Assessment; Educational Needs; Educational Planning; Foreign Countries; Institutional Evaluation; *Marketing; *Needs Assessment; Postsecondary Education; Program Development; Program Effectiveness; Role of Education; *Self Evaluation (Groups); *Vocational Education
IDENTIFIERS- *United Kingdom

This resource contains checklists, worksheets, and examples to encourage staff to share their views and to precipitate action. It assumes an open system of college management with a desire to be efficiently and effectively responsive to local needs. Section I describes briefly some challenges the further education system faces. Section II identifies system strengths and invites readers to respond, in terms of their own college, to the challenges described in Section I. Section III contains a checklist to examine college effectiveness. The checklist concludes with a form on which respondents can note their priorities for action. Section IV provides a brief introduction to the Further Education Unit model of processes of curriculum development. A simple explanation of "the marketing mix" is furnished with examples and a "worksheet," with which colleagues can apply marketing concepts to an aspect of their work. This should be an aid to program development and college planning. Section V provides some basic principles to guide the promotion of the college's services. An example is enclosed of "copy" about college strengths, based on the first part of Section II. It is couched in language to which employers are likely to respond, as a guide to those who are writing college publicity material. Several cartoons are included. (YLB)

ED 281 040 CE 046 969

Miguel, Richard J.; Bhaerman, Robert D.
An Effective Model for Applying Research to Strengthen Your Career Development Programs.
PUB DATE- 20 Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Career Education; Educational Cooperation; Educational Planning; Employment Potential; Information Dissemination; Instructional Materials; Job Skills; *Material Development; Models; *Research and Development; *Research Methodology; *Research Utilization; Secondary Education; *Theory Practice Relationship; Use Studies
IDENTIFIERS- National Center for Research Vocational Education; Teacher Needs
The research division of the National Center for Research in Vocational Education received a 5-year grant from the U.S. Department of Education to conduct a research program on youth employability. To increase the use of the research findings, the National Center created the Knowledge Development and Utilization (KDU) project in 1983 as part of the grant. The basic KDU model is cyclical; throughout the process from research design to knowledge use, researchers and practitioners sustain a high level of communication and collaboration to ensure that research results get into public use. Using the model, the project staff developed, field tested, and finalized the following materials: introductory booklet and background research materials for teachers, and student booklets, instructors' guides, and videotape. Through the project, the researchers learned that (1) school-based practitioners are eager to try out new materials; (2) access is relatively easy, providing administrative approval is obtained; and (3) the field-trial version of classroom materials should closely approximate the final version. They also found that the employer database was the most compelling aspect of the school-based materials and that practitioners seem to be more interested in materials that they can get into the hands of students than in background material. Finally, the researchers point out, research utilization projects take much more time than generally thought. (KC)

ED 281 053 CE 047 024

Literacy and Numeracy Work with Mentally Handicapped Adults. A Report Compiled by an ALBSU Advisory Group.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-14-9
PUB DATE- Feb 82
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; Basic Skills; Developed Nations; Educational Needs; Foreign Countries; *Literacy Education; *Mental Retardation; *Special Education
IDENTIFIERS- *Numeracy; *United Kingdom
This report describes certain assumptions and tentative conclusions made by an Advisory Group of the Adult Literacy and Basic Skills Unit (ALBSU) about work with the mentally handicapped from a nonspecialist perspective. With the basic education organizer in mind, the report addresses six major issues. A definition of the term mentally handicapped is provided. The discussion of the need for specialization is supplemented by information on the liaison and cooperation between specialists and also between specialists and nonspecialists. Then, the importance of the context of care and its influence on educational needs are addressed. Next, the relationship between basic education and special education is explored. Four models are proposed for the organization of work with the mentally handicapped in the context of a one-to-one literacy scheme or an adult education center with a literacy scheme. The sixth issue addresses the differences between educational work with the mentally handicapped and literacy, numeracy, and basic skills provision. The report concludes with a brief note on methodology. (YLB)

ED 281 097 CG 019 831

Levy, Michal; Strube, Michael J.
Type A Behavior and Emotional Responses to Uncertainty: A Test of the Self-Appraisal Model.
PUB DATE- Aug 86
NOTE- 45p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Ability Identification; *Anxiety; College Students; *Emotional Response; *Failure; Higher Education; Individual Differences; Personality Traits; Self Evaluation (Individuals); *Success
IDENTIFIERS- *Type A Behavior; Type B Behavior; *Uncertainty
The recently proposed self-appraisal model of Type A behavior holds that Type As desire an accurate appraisal of abilities, and respond to uncertainty about abilities with exaggerated attempts to generate diagnostic information. The model also predicts that the major emotional response to uncertainty for Type As is anxiety. A study was conducted in which 80 college students classified as either Type As or Type Bs were induced to succeed or fail on a task where they were either very certain or very uncertain of their subsequent ability levels. Subjects completed questionnaires, performed anagram problems, received performance feedback indicating either success or failure, and completed other questionnaires measuring mood and performance attributions. The results indicated that task failure, compared to success, produced greater depression, anger, and frustration for all subjects. Consistent with the self-appraisal model prediction, uncertainty (regardless of success or failure) led to increased anxiety for Type As, but not for Type Bs. In fact, increased uncertainty produced lower anxiety for Type Bs, suggesting that Type As and Type Bs differ dramatically in their emotional responses to uncertainty about abilities. (Author/NB)

ED 281 140 CS 008 714

Tierney, Robert J.; Pearson, P. David
Schema Theory and Implications for Teaching Reading: A Conversation. Reading Education Report No. 67.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 19p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Opinions; Prior Learning; *Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; *Research Utilization; *Schemata (Cognition); Theories
Research discoveries over the past 15 years concerning reading comprehension have had a significant impact on reading instruction, particularly schema theory. This theory, based on prior learning, which states that the reader uses the text to construct a meaning within his or her own mind, affects what teachers can do to help students improve comprehension. A conceptual rather than a definitional or contextual approach should be used to teach vocabulary, because it shows students how particular vocabulary items relate to other concepts they already know. Further, teachers should encourage students' initiative in reading, and encourage them to pause and think while reading. In this way, teachers can help children select schemata for understanding a new selection. Schema theory also affects the ways teachers can help children extend beyond the text and interact with it at more complex levels, by emphasizing the importance of helping students get background knowledge and of respecting the reader's role in creating meaning.

(JD)

ED 281 154 CS 008 763

Frederiksen, Carl H.
Knowledge Representation and Discourse: Producing and Communicating Meaning.
PUB DATE- 20 Mar 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Computer Oriented Programs; *Discourse Analysis; Epistemology; Higher Education; Knowledge Level; *Learning Theories; Models; Prior Learning; *Reader Text Relationship; *Reading Comprehension; Schemata (Cognition); Semantics; Theory Practice Relationship; Writing Instruction; *Writing Processes
Noting that conceptions of the cognitive representations and processes involved in discourse comprehension and production recently have undergone an important shift in orientation, this paper points out the importance of the shift to the conception of the nature of texts, of text understanding, and of cognitive processes in knowledge creation and written communication. The paper indicates that the shift replaces an earlier "text-centered" view in which the linguistic structure of a text is viewed as central to discourse processing with a "knowledge-centered" view, in which semantic structures for representing knowledge and cognitive processes for generating, manipulating, and communicating knowledge are seen as central. The paper points out that the shift re-introduces an earlier perspective on text comprehension as a constructive process, but also introduces precise models of semantic representation and processing and related models for the semantic analysis of discourse. These models lead to a more unified account of discourse comprehension, production, and other discourse processing abilities, and suggest certain new instructional approaches. It then discusses (1) the shift to a knowledge-centered theory of text comprehension and production, (2) semantic grammars and discourse analysis, (3) the production of semantic representations in writing, and (4) the creation of an environment for planning and analyzing semantic structures in writing.

Appendixes contain examples of semantic discourse analysis procedures and text processing schematics. (FL)

ED 281 167 CS 008 776

Valencia, Sheila; Pearson, P. David
New Models for Reading Assessment. Reading Education No. 71.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 14p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Theories; Elementary Education; Evaluation Criteria; *Informal Reading Inventories; *Models; *Reading Achievement; *Reading Diagnosis; Reading Processes; Reading Research; Reading Skills; Reading Strategies; *Reading Tests; Student Evaluation; *Testing Problems; Test Validity; Theory Practice Relationship
IDENTIFIERS- Test Content

During the last 20 years, the relationship between reading instruction and assessment has been framed by the logic of mastery learning. The ultimate goal of mastery learning is assuring a given achievement outcome across students by varying input characteristics such as the amount and kind of instruction and practice, or the attention paid to prerequisite skills and aptitude characteristics of individual learners. Although the focus on testing has increased with the call for educational reform, currently available tests do not reflect advances in reading theory, practice, or research. The best possible assessment of reading seems to occur when teachers observe and interact with students as they read, evaluating the way in which the students orchestrate resources to construct meaning. An effective framework for complete reading assessment takes into consideration the relationship between objectives, decision-making units, and methods of assessment, and contains three critical features: (1) the attributes should reflect a theoretically sound model of the reading process, (2) the attributes should be highly interdependent and cannot be measured discretely, and (3) whatever is worthy of assessment ought to be assessable in different contexts for different purposes using a variety of strategies. In refocusing statewide assessment of reading, novel concepts that encourage strategic reading and that redefine the assessment-instruction link are being evaluated, such as summary writing, metacognitive judgments, question selection, multiple acceptable responses, and topic familiarity. The goal for reading instructors should be to develop valid, reliable, and usable strategies for assessment of reading comprehension. (Twenty-one references, a list of contrasts between new views of reading and current practices in reading assessment, and a framework of the relationship between objectives, decision-making units, and assessment methods are included.) (NKA)

ED 281 207 CS 210 426

Creighton, James L., Ed.
A Potpourri of Practical Ideas.

Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 87
NOTE- 66p.
AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($10.00 for 1-year subscription of three issues; make check payable to SOCTE).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Beginning Reading; Career Planning; Community Problems; Creative Writing; Cultural Awareness; Elementary Secondary Education; Expository Writing; Global Approach; Higher Education; Language Acquisition; *Learning Activities; Literature Appreciation; Peer Evaluation; Photography; Prewriting; *Reading Instruction; Reading Skills; Self Esteem; Spelling Instruction; Student Research; Student Writing Models; Supplementary Reading Materials; *Teaching Methods; Writing Evaluation; *Writing Exercises; Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- Criticism; Whole Language Learning

Consisting of material designed for practical application in the English classroom and representing all educational levels, this collection of articles contains a selection of the best presentations given at the fall 1986 meeting of the Southeastern Ohio Council of Teachers of English. Following an introduction by guest editor James L. Creighton, the articles and their authors are as follows : (1) "A Thousand Words" (Marilyn Price Combs); (2) "Community Problems: Readings for Writing" (Bill Elasky); (3) "Career Education in Seventh Grade?" (Lois Spencer); (4) "Career-Search Writing" (Frank Cronin); (5) "Literature Based Reading" (Mick Cummings); (6) "Global Language Awareness" (Carole Hancock and Debbi Winter); (7) "Successful Creative Writing in the Primary Grades" (Mary Ann Reutzel); (8) "Use of Composition to Promote Student Self-Esteem" (Dianna Sue Wayne); (9) "Students Critiquing Their Classmates' Papers: Training the Writer's Critical Skills" (Reid Huntley); (10) "Bear" (Bev Chapman and Brenda Flooding); (11) "Goals in the Spelling Curriculum" (Marlow Ediger); and (12) "Welcome to Camp Write-Along" (Diane Dorsey, Terry Stanford, and Judy Walker). A segment furnishing news and announcements of interest to members of the Southeastern Ohio Council of Teachers of English is appended. (NKA)

ED 281 221 CS 210 446

Miller, M. Mark; And Others
Trading Places: Reader Reactions to the Knoxville Newspaper Switch.
PUB DATE- Aug 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Funding for this research provided by the College of Communications and the Office of Research, University of Tennessee, Knoxville.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Mass Media Effects; Media Research; *Newspapers; *Reading Habits; Reading Materials; Recreational Reading
IDENTIFIERS- *Readership Analysis; Tennessee (Knoxville)
In July 1986 the "Knoxville Journal" (a Gannett newspaper) changed its publication time from morning to afternoon and the "Knoxville News-Sentinel" (a Scripps-Howard newspaper) changed from afternoon to morning. One month later, researchers surveyed by telephone 505 newspaper subscribing households to examine reader opinions and loyalties in the wake of the change. Results indicated that nearly 5% of the sample households canceled their subscriptions, 15% switched newspapers to retain their old delivery time, and only 15% were satisfied with the change. The morning newspaper experienced fewer cancellations, and a larger proportion of the sample changed from afternoon delivery to morning delivery. Readers with morning delivery indicated that they spread their reading throughout the day, while readers with afternoon delivery concentrated their reading in the afternoon and evening. Subscribers' evaluations of the editorial attributes of the papers were not significantly related to newspaper choice. Findings confirmed the conventional wisdom that morning newspapers are in a stronger marketing position than afternoon newspapers. (NKA)

ED 281 274 EA 019 297

Participatory Management: Key to Success.
Duluth Public Schools, Minn.
PUB DATE- 20 Feb 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; Educational Administration; Educational Development; Elementary Secondary Education; *Participative Decision Making; *Quality of Working Life; School Districts
IDENTIFIERS- Duluth Public Schools MN

The Duluth (Minnesota) Public School district has established a comprehensive Quality of Work Life (QWL) participative management program. Operating since 1984, the program is structured district-wide with a steering committee and 35 QWL committees at building and program levels. School board policy and administrative guidelines provide direction for the program. This document describes (1) the goals of the QWL program; (2) the unique nature of the participative process used; (3) the ground rules under which QWL committees operate; (4) answers to common questions about the extent to which the QWL concept threatens management and labor and about when results can be expected from the program; and (5) the role of the districtwide QWL facilitator. Also included in the report are (1) the text of the school board policy providing the philosophical basis for QWL; (2) the text of the rules, procedures, and guidelines adopted for the QWL program; (3) descriptions of the Duluth community and its school system; (4) brief biographies of those presenting the report; and (5) a 20-item bibliography. (PGD)

ED 281 288 EA 019 352

Stevens, Wolfgang; Marsh, David D.
The Role of Vision in the Life of Elementary School Principals.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Elementary Education; Interviews; *Leadership Styles; Organizational Development; *Organizational Objectives; *Principals
IDENTIFIERS- Administrator Effectiveness
Principals can be categorized as initiators, managers, or responders according to the extent to which they initiate significant change, accommodate change through effective management, or react to developments only as they occur. An interview-based study of 12 elementary school principals, four of whom were placed in each of the three categories by their supervisors, suggested that the visions that initiators held for the development of their schools were of longer range and greater scope than those held by managers or responders. The initiators tended to develop a greater number of visions and to integrate them better than did managers or responders, and were relatively more interested in program-related matters. Managers and responders were more concerned with facilities than were initiators. Responders were particularly interested in bureaucratic matters and in satisfying others. Managers worked toward attaining their visions, but less persistently than did initiators. Initiators used the greatest range of strategies to achieve their visions, and worked hardest at them. This paper reviews the literature on leadership styles, then describes the study purposes, methodology, sample, findings, and conclusions. Implications for the selection of effective principals are considered. Twenty-two references are cited. (PGD)

ED 281 302 EA 019 366

Davis, B. Rodney; Ross, Virginia M., Ed.
School Public Relations: The Complete Book. A Source Book of Proven PR Practices.
National School Public Relations Association, Arlington, Va.
REPORT NO.- ISBN-0-87545-051-2
PUB DATE- 86
NOTE- 221p.
AVAILABLE FROM- Publication Sales, National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209 (Stock No. 411-13346; $29.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Communications; Educational Policy; Educational Radio; Educational Technology; Educational Television; Elementary Secondary Education; Mass Media; Media Selection; Newsletters; Parent School Relationship; *Publicity; *Public Relations; *Public Service; *School Community Relationship; School Publications; *School Support; Student School Relationship
IDENTIFIERS- National School Public Relations Association
School public relations is a planned and systematic management function relying on a comprehensive, two-way communication process involving both internal and external publics with a goal of stimulating a better understanding of the role, objectives, accomplishments, and needs of the organization. The function of school public relations is, first, to ensure that schools are identifying and serving society's needs as well as possible and, second, to make sure that the public knows that its needs are being met so that it will support its schools. After a preface, 14 chapters address these topics: (1) building support for schools, (2) public relations in education, (3) the current stance of education in relation to the public, (4) developing a public relations program, (5) working with parents and students, (6) involving key publics, (7) managing critical issues, (8) using new technology, (9) printed communications, (10) working with the media, (11) the basics of school public relations, (12) special problems, (13) building-level public relations, and (14) evaluating the public relations investment. Included in six appendices are a code of ethics and standards for educational public relations programs and public relations professionals. Concluding the book are 61 references and an index. (WTH)

ED 280 959 CE 046 752

Wijemanna, E. L.
Vocational Subjects in the Secondary Grades--Sri Lanka's Experience.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 8p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Developing Nations; *Educational Change; Educational Improvement; *Educational Philosophy; *Educational Trends; Foreign Countries; Handicrafts; International Education; Prevocational Education; Secondary Education; *Secondary School Curriculum; *Vocational Education
IDENTIFIERS- *Sri Lanka
Sri Lanka made three major attempts to establish vocationalized components within otherwise academic curricula in mainstream secondary schools during the last 30 to 40 years. The first of these was the "Handicrafts in Schools" program that started in the early 1950s. This program attempted to introduce woodworking and metal working for boys and cloth weaving and ceramics for girls in the secondary grades. The handicraft program was gradually phased out by the end of the 1960s after it was shown that it failed to provide needed skills and that it was seen as inferior to other curricula. The second attempt was the program of Pre-Vocational Studies that came in as a significant feature of the 1972 Reforms in General Education. The Pre-Vocational Studies program began in 1976. However, little attention was paid to the vast scope of the program, with the result that standard curricula were not developed and schools were instead encouraged to innovate. Such an approach, directed to schools that had always had direction from the top, was bound to fail. It was replaced with the third effort, the still on-going project of Life Skills whereby a new technical/vocational subject is being designed and introduced to the first two grades in the secondary school, with assistance from UNESCO and the United Nations Development Program. (KC)

ED 280 972 CE 046 765

Marklund, Sixten
Integration of School and World of Work.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 26p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; Educational Change; *Educational Trends; *Education Work Relationship; *Foreign Countries; *Fused Curriculum; Lifelong Learning; Postsecondary Education; Secondary Education; *Vocational Education

The forms of coordination between general and vocational education, including the vocationalization of education, have only become a general issue of school policy during the postwar years. Vocationalization can occur at different levels, and includes making individuals aware of their future roles in the world of work, informing individuals about general characteristics of economic activity and specific characteristics of different occupational fields, training students to perform special tasks, providing specialized and supplementary job training, and updating individuals with information about new and changing occupations. When viewed in the context of educational organization, vocationalization becomes a question of educational differentiation and integration. Efforts to vocationalize education have been undertaken in compulsory, postcompulsory, and lifelong learning situations. The segregation of general and vocational education before 1971 was the result of various social, educational, and financial factors. With the advent of integrated upper-secondary schools, vocational education was given a new content and organization in which students following a vocational course of study were given a broader general education than previously and more scope was given to the so-called general subjects. The future development of the employment sector will do a great deal to determine the future structure and content of education. (MN)

ED 281 180 CS 008 791

Anderson, Richard C.; Davison, Alice
Conceptual and Empirical Bases of Readability Formulas. Technical Report No. 392.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 64p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Basal Reading; Readability; *Readability Formulas; Reader Response; *Reader Text Relationship; *Reading Comprehension; Reading Instruction; Reading Interests; *Reading Material Selection; Reading Processes; Reading Research; Research Problems
The problems arising from treating word and sentence complexity as the direct causes of difficulty in comprehension are surveyed in this paper from the perspective of readability formulas. The basic choices and assumptions made in the development and use of readability formulas are discussed in relation to the larger question of text comprehensibility. When considering how close these formulas come to being accurate and informative predictors of comprehension, it is argued that readability formulas are not the most appropriate measure and that they cannot reliably predict how well individual readers will comprehend particular texts. The paper shows that the high correlations between formula predictions based on text features reported in most readability research are the by-product of using an inappropriate statistical model that aggregates texts and readers, giving an exaggerated impression of the contribution of linguistic factors in the text concerning comprehension. Text and reader properties that cannot be measured by formulas are emphasized as having a far greater influence on comprehension. Further, it is argued that no readability formula can be a reliable guide for editing a text to reduce its difficulty. (Ten pages of references are included.) (JD)

ED 281 235 CS 210 467

Diaz, Diana M.
The Adult ESL Writer: The Process and the Context.
PUB DATE- 23 Nov 86
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (76th, San Antonio, TX, November 21-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Classroom Environment; Community Colleges; Cultural Context; *English (Second Language); Peer Evaluation; Revision (Written Composition); *Second Language Instruction; Teaching Methods; *Theory Practice Relationship; Two Year Colleges; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Audience Awareness

A classroom-based ethnographic study investigated the use of process writing techniques with English as a second language (ESL) writers. The primary purpose of the study was to establish a context where the strategies and methodologies that have been generated by the last 15 years of research on the composing process of native speakers could be used with ESL writers. Students in an ESL writing course (designed to prepare students for the standard introduction to composition course) at a New York community college were observed and interviewed for one semester, in a setting and context familiar and comfortable to them. Strategies and methodologies used included: free writing, peer writing groups, peer group discussions on grammar and syntax, teacher conferences, student choice of topics, rehearsal and invention strategies, emphasis on purpose and audience, and daily process journals.

Findings indicated that not only are process strategies and techniques strongly indicated and recommended for ESL students, but also when used in secure, student-centered contexts, the benefits to these students can go far beyond their development as writers. The process oriented classroom enhances ESL students' audience awareness and self-esteem, as writers, as well as their awareness of the writing process and their willingness to revise. (An extensive list of references is appended.) (NKA)

ED 281 248 CS 505 534

Corn, Marcia Lynn; Woal, Michael
Music Video as Electronic Opera and Electronic Lyric.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiences; Content Analysis; Mass Media Effects; *Popular Culture; *Programing (Broadcast); Songs; *Television Viewing; Visual Stimuli
IDENTIFIERS- Audience Response; *Music Videos
A deconstruction of music videos that makes visible their aesthetic rules or grammar is necessary before an overall theoretical understanding is possible. Content-analytic studies usually divide music videos into two groups: "performance" and "concept" videos. Concept videos, in turn, can be subdivided into two different kinds: narrative dramatic videos and lyrical videos. Narrative videos tell a story, albeit with emotional overlay and expressive flair, while lyrical videos may be likened to imagist poetry in contrast to dramatic monologues. A narrative unfolds in three phases, or acts--in Act I, a problematic situation is set up; in Act II, protagonists and antagonists confront each other; and in Act III, the problem is resolved and the consequences of its resolution are presented. Contemporary media writers and teachers claim that virtually every television and film story uses the dramatic narrative form. Michael Jackson's songs "Billie Jean" and "Beat It" are both examples of dramatic narratives set to music. In contrast, lyrical music videos present a series of images that express feeling or create mood, offering no narrative structure to psychic streams-of-consciousness. For example, Bonnie Tyler's "Total Eclipse of the Heart" video offers a series of dream-like vignettes that, taken together, recall symbolist poetry or surrealist painting. The influence of lyrical music videos, which provide intensely personal experiences, on conventional television programming is widely acknowledged. "Miami Vice" and certain television commercials are good examples of this influence. Lyricism will almost certainly be used more frequently and with greater sophistication in the future. (NKA)

ED 281 262 CS 505 606

Crawford, Lyall
Intercultural Communication Study: A Description of an Interpretive/Ethnographic Approach.
PUB DATE- May 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Communication Research; Cultural Awareness; *Cultural Context; *Ethnography; Field Studies; Inquiry; *Intercultural Communication; Naturalistic Observation; *Qualitative Research; *Research Methodology
IDENTIFIERS- Humanistic Research; Research Styles
An interpretive and ethnographic approach to human communication study, using naturalistic or participant observer techniques, is particularly useful in intercultural contexts. The basic ideas undergirding this approach are (1) that the researcher is the instrument of inquiry, (2) that humane considerations are more important than investigating issues, and (3) that a hypothetical study design is especially compatible with ethnographic research. The challenge for the researcher is to avoid conscious interference as much as possible, and consistently to be wary of imputing motive and/or internal state to another, solely on the basis of perceived behavior. The researcher must be constantly concerned with context, conscientiously detailing the circumstances being studied. In addition, the quality of evidence generated while in the field depends on the nature of the relationships established with the people who comprise the communication setting being investigated. Rapport is essential, but too much rapport can be as detrimental as too little, and can distort reported observations. People being observed should not be treated impersonally, and their integrity as individuals must be honored. A priority of the ahypothetical research technique is reportorial description (in narrative style) and qualitative analysis or interpretation. (A series of ethnographic vignettes from a Taoist commune in Colorado is included, as well as explanatory commentary illustrating the ethnographic/interpretive method.) (NKA)

ED 281 315 EA 019 388

Lee, Bill E.
Perceptions of Mississippians Regarding Merit Pay for Educators. A Research Study.
Gulf Coast Center for Applied Research, Biloxi, MS.
PUB DATE- Jan 87
NOTE- 121p.; This project was supported in part by a grant through the Biloxi Lions Club.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Qualifications; Administrators; Attitude Measures; *Community Attitudes; Elementary Secondary Education; Legislators; *Merit Pay; Opinions; Salaries; School Community Relationship; Statistical Surveys; *Teacher Employment; *Teacher Salaries; *Teaching Experience
IDENTIFIERS- *Mississippi
This study was undertaken to determine the perceptions of a wide range of citizens and to inform the Mississippi Legislature on the issue of merit pay in education. From each of 50 randomly selected Mississippi school districts, a representation of grades K through 12 was chosen, with all professional and administrative staff members asked to respond to an opinionnaire consisting of 13 statements and 2 open ended items. All the members of 30 civic clubs within the selected districts and the entire population of the Mississippi Legislature were included in the mailing. Merit pay is defined as paying educators with the same degree and experience a higher salary based on predetermined criteria. Data were subjected to statistical analysis. Statements favoring merit pay received positive support from legislators and civic club members, whereas administrators and teachers did not support merit pay. It is observed that the position of educators on the issue of merit pay has not been clearly presented to the general public. Consequently, better communication between these two groups through public forums, media, or other methods is suggested as a means of overcoming the negative impression created by the issue. Included in the study are 16 tables and 21 references. The appendices, which occupy more than half the document, consist of the questionnaire and participants' responses and comments. (WTH)

ED 280 986 CE 046 779

Ngalamu, Jack
Integrated Rural Education Centres (IRECs) as Basis of Vocationalization at Primary School Level: The Southern Sudanese Experience.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 10p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Support; Developing Nations; Economic Development; Elementary Education; *Elementary Schools; Foreign Countries; Job Training; *Parent Participation; *Rural Development; *Rural Education; *Vocational Education
IDENTIFIERS- *Sudan
In 1977, the government of the Sudan launched the Integrated Rural Development Project with the aim of ruralizing and vocationalizing primary school education. Integrated Rural Education Centres (IRECs) were the first attempt by the government to introduce vocational subjects as part of general education at the primary school level. Unfortunately, the objectives of ruralization and vocationalization were not significantly attained. A major problem was lack of community support and acceptance. Parents' initial perception of IREC schools as preparation for post-primary education and acquisition of good jobs in the modern sector changed. They became convinced the new syllabus was designed to prepare children for vocations in the rural sector. Their resistance took the form of withdrawal of students, passive participation in IREC extension work, and irregular attendance at IREC community meetings and activities. The integrative and coordination concept of IRECs was also found to be weak. Other constraints that militated against acceptance of vocational courses were the restricted nature of the labor market and its prevailing rigid qualifications for employment and poor opportunities for self-employment. (YLB)

ED 281 027 CE 046 881

Bluestone, Barry; Harrison, Bennett
The Great American Job Machine: The Proliferation of Low Wage Employment in the U.S. Economy.
SPONS. AGENCY- Joint Economic Committee, Washington, D.C.
PUB DATE- Dec 86
NOTE- 54p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employment Patterns; *Employment Projections; Job Development; *Labor Market; *Low Income; Unemployment; *Wages
IDENTIFIERS- *United States

For more than a decade, the United States has produced more new jobs than most other industrialized nations--nearly 20 million new jobs during 1973-1984. However, none of the aggregate numbers reveals anything about the types of jobs created or how much they pay. The following facts are pertinent: (1) compared to the period 1973-1979, the net new employment created between 1979 and 1984 has occurred disproportionately at the low extreme of the wage salary distribution (i.e., below $7,000 in 1984 dollars); (2) between 1979 and 1984, the number of workers earning more than the 1973 median ($14,024 in 1984 dollars) actually declined by 1.8 million, while workers earning less increased by some 9.9 million; (3) white women continued to show small gains in their access to higher wage jobs, but the proportion of women in low-wage employment also increased; (4) employment for minority men and women shows a renewed trend toward low wages; (5) the disproportionate expansion of the low-wage sector is especially prevalent among younger workers; (6) the trend toward low-wage employment is greatest in the Midwest; and (7) the tendency toward low wages holds for year-round full-time workers as well as for those who do not work as often. In sum, the economic restructuring of the 1980s has left in its wake a proliferation of low-wage jobs. If this pattern continues, the standard of living of a growing proportion of the American work force will be significantly jeopardized. (KC)

ED 281 069 CE 047 053

Gardener, Sue Shrapnel
Conversations with Strangers. Ideas about Writing for Adult Students.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-548
PUB DATE- 85
NOTE- 191p.; Photographs will not reproduce clearly. Developed cooperatively with the Write First Time Collective.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Creative Writing; *Descriptive Writing; *Expository Writing; Foreign Countries; Learning Activities; Postsecondary Education; Skill Development; Student Writing Models; *Writing (Composition); *Writing Skills
This package is intended to assist tutors who are working to improve their adult students' writing skills. It is divided into three parts. The first part, which focuses on the process of writing, includes 13 units in which tutors can explore writing work, either with small groups or individual students. The units, each of which includes transcripts from tapes and a discussion point, deal with the following aspects of the writing process: going from talk to writing, warming up, catching words, reading back, making suggestions to help others rewrite, rewriting one's own work, planning, choosing, recognizing that there are different types of English, writing together, writing for different purposes, writing for other people, and reviewing different types of writing achievements. The second part of the pack contains two longer discussions. The first raises some issues about language and learning, and the second deals with the special role of the tutor in a group of people who are working at improving their writing. The third part, which is called "Themes and Beginnings," contains suggestions for using personal incidents, feelings, learning experiences, and escapes and changes as bases for developing written work and includes a section on the importance of focus to good writing. The final part deals with other forms of expression--photography, tape-slide presentations, and video; reviews the theory behind the pack; and includes a list of further readings and contacts. (MN)

ED 281 083 CG 019 816

Simmons, Jane A.
Putting the Byte on College Counseling.
PUB DATE- 4 Oct 86
NOTE- 45p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (42nd, Washington, DC, October 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- College Choice; Computer Software; *Computer Uses in Education; Higher Education; *High Schools; *Information Processing; Letters (Correspondence); Microcomputers; *Recordkeeping; *School Counselors; *Word Processing
This document describes some of the uses a high school counselor may have for a personal computer. A variety of sample forms are included which illustrate these uses. Selected computer software is briefly reviewed. Recordkeeping on the computer is discussed and three basic files kept for each counselee are described: (1) an information file; (2) a record file; and (3) a note file. Data files created for individual students through their high school years are explained, including basic information files, anecdotal information files, records of academic progress, a 4-year plan for students, and a file of activity and honor award information. Student worksheets to provide information for files are described, and the uses of file information to compose letters to parents, inform students individually of current information, personalize letters of recommendation to accompany student college application forms, and commend students on honors received are explained. Word processing and record updating are discussed. Sample forms and letters are included throughout the manual. (NB)

ED 281 112 CG 019 846

Stahelski, Anthony J.; Frost, Dean E.
Modern Managers Move Away from the Carrot and Stick Approach.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrators; *Compliance (Psychology); Employee Attitudes; Employer Employee Relationship; *Job Performance; Leadership Styles; Managerial Occupations; *Motivation; *Power Structure; Rewards; Role Conflict; *Supervisory Methods
IDENTIFIERS- *Social Power Theory
Studies using social power theory constructs (French and Raven, 1959) to analyze compliance attempts in field settings show that the power bases are not consistently related to any subordinate outcome variables such as job performance or attitudes. A study was undertaken to test key hypotheses derived from the social power theory concerning outcomes arising from power base use by managers in organizations. It was hypothesized that: (1) Expert and Referent powers, the bases framing the least obtrusive compliance attempts, would be positively correlated with job performance of subordinates; (2) Coercive and Legitimate powers, where the compliance attempts are the most obtrusive, would be significantly correlated with both role ambiguity and conflict; and (3) Reward power, the power most constrained by organizational systems, would show no significant relationship with any outcome. A scale drawn from French and Raven definitions was administered to supervisors in a large organization. Supervisors indicated how often they performed each behavior described on the scale. Subordinates described their role ambiguity and role conflict perceptions using a role stress scale. A measure of their job performance was also obtained. Support for the hypotheses was found. These results appear to indicate that unobtrusiveness and nonthreatening compliance attempts may lead to better group performance on the job. More traditional work motivators such as Reward and Coercive power do not appear to have comparable beneficial effects. (Author/NB)

ED 281 127 CG 019 861

Malinoski, Angela; Gressman, John W.
Integrating a Family Planning Program with a County Health Department Based Maternal and Child Health Program.
PUB DATE- Sep 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Children; *Family Planning; *Health Programs; Models; *Mothers; Program Development; Program Implementation; *Shared Resources and Services
IDENTIFIERS- *Maternal Health
This paper provides a description and analysis of the development, implementation, and continuing framework of practice for a model of comprehensive, coordinated maternal and child health programs in which traditional maternal and child health services are provided by a local county health department while family planning and related services are provided by a private non-profit agency. Clients' benefits of increased accessibility, continuity, and coordinated care are examined. It is noted that prenatal, child health, sexually transmitted disease, and nutrition services are integrated through formal and informal arrangements with the family planning provider. The paper discusses interstaff interaction, communication patterns, problem-resolution techniques, formal and informal linkage agreements, and cost efficiency. Included in the presentation are reactions from patients, staff, administration, and outside agencies routinely involved with both programs. The cumulative result of the model is a larger pool of cooperating health and allied professionals providing care and serving as resources for client and family. The cost efficient approach is shown to be a model for the community at large, demonstrating a potential for less fragmentation of the health care system to the consumer. The overall impact is the framework for larger community networking and the implementation of an effective client/family advocate system. (Author/NB)

ED 281 194 CS 210 368

Liebman-Kleine, JoAnne
The Student as Researcher: An Ethnographic Study of Contrastive Rhetoric.
PUB DATE- Mar 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *Contrastive Linguistics; *Cross Cultural Studies; Cultural Context; Cultural Differences; Cultural Influences; Cultural Traits; *English (Second Language); Ethnography; *Freshman Composition; Higher Education; Intercultural Communication; Language Variation; Participant Observation; Reader Response; Research Papers (Students); Second Language Instruction; Student Research; Teaching Methods; Writing Processes; Writing Research
IDENTIFIERS- *Contrastive Rhetoric; Kaplan (Robert); *Teacher Researchers
Students in two college freshman composition classes (one American and one English as a second language) at a southern university researched the theory of contrastive rhetoric by exchanging pen pal letters and by progressing through a sequence of five formal assignments with revisions. These assignments led the students to consider their own experiences as members of "native" and "foreign" cultures. Students learned various research skills, as well as how to use a variety of data-gathering techniques. One assignment asked students to defend or criticize Robert Kaplan's article on contrasting rhetoric, "Cultural Thought Patterns in Intercultural Education." Results showed that about half the ESL students disagreed with Kaplan in some way, while over two-thirds of the American students disagreed. Many pointed out that Kaplan ignored writing's dynamic nature, and that there is not necessarily an equivalence between a language and a nationality. The paragraph and discourse structures of the students did not reflect cultural differences, but there were contrasts in how students from different cultures approached the assignment. Americans tended to be the most argumentative, followed by the Arab students. Japanese students were the most self-reflective and thoughtful. The project, beneficial for both teacher and students, indicates that contrastive rhetoric, despite its limitations, is a powerful and informative concept. (NKA)

ED 281 275 EA 019 298

Moeser, Elliott L.; Golen, Leonard L.
Participative Management: A Labor Management Process That Works for Kids.
Duluth Public Schools, Minn.
PUB DATE- 87
NOTE- 12p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; Educational Administration; Educational Change; Educational Development; Elementary Secondary Education; Labor Relations; *Participative Decision Making; *Program Implementation; *Quality of Working Life; School Districts
IDENTIFIERS- *Duluth Public Schools MN
The Duluth (Minnesota) Public Schools have used participative management in various forms for several years, involving staff members in district level budgeting, school level budgeting and objective setting, and providing advice on a variety of issues. In 1984, the school board established participative management as a consistent, permanent district goal. With support from the board, the district superintendent, and the teachers' association, a budget was established and a process created for fostering participative management in all aspects of district decision making. The new policy challenged previous views of roles in the district power structure and replaced them with a successful emphasis on cooperative, mutual responsibility for improvements. As a major method of implementing participative management, the Quality of Work Life (QWL) process was developed by a committee made up of representatives from both management and labor. A facilitator was appointed to support communication both within the group and between the group and others in the district. Thirty-five QWL problem-solving teams were set up in building sites and for selected programs. Among the proposals implemented through the QWL process are an employee recognition program, a revised parent-teacher conference program, and a new school year calendar. (PGD)

ED 280 945 CE 046 625

Survey on the Status of Vocational Education in Michigan.
Franco (Anthony M.), Inc., Detroit, MI.; Wayne County Intermediate School District, Detroit, Mich.
PUB DATE- 24 Feb 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Government Role; Information Dissemination; *Marketing; *Outcomes of Education; *Program Effectiveness; Program Implementation; Publicity; *Public Relations; Secondary Education; State Surveys; *Statewide Planning; Student Recruitment; *Vocational Education
IDENTIFIERS- *Michigan
A study examined existing perceptions of the effectiveness of vocational education in Michigan. Researchers sought the opinions of 1,879 educators (including teachers, administrators, counselors, admissions representatives, and public relations professionals) connected with vocational education; 1,099 nonvocational educators; 745 parents; 1,030 students and graduates; and 5,050 business representatives. Responses were received from 535 vocational and 225 nonvocational educators, 56 parents, 218 students and graduates, and 298 business representatives. The respondents generally felt that vocational education in Michigan offers a good program to train young people in a wide variety of skills necessary for at least an entry-level job. They did, however, have some concerns about the program's ability to provide long-term career skills and the effect that enrollment in vocational education might have on students' chances of being admitted to college. Most respondents did not believe that the majority of students use vocational education principally as a means of having an easier academic program. Business representatives, counselors, and nonvocational educators had more reservations about vocational education than did students. Parents, counselors, and vocational students were the primary persons influencing students' decisions to enroll in vocational education, and the respondents generally agreed that counselors, teachers, and brochures are the best sources of information about vocational education. (MN)

ED 281 000 CE 046 809

Womack, Letricia M.; Traub, Larry G.
U.S.-State Agricultural Data. Agriculture Information Bulletin Number 512.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; *Agricultural Trends; Agriculture; *Demography; *Farmers; Farm Management; Field Crops; *Income
IDENTIFIERS- *United States
This report presents agricultural information for each state and the United States as a whole for the years 1981-1985. Included are data on population, land use, agricultural production, farm income, value of assets on farms, and selected characteristics of farms. The primary data sources are the "1982 Census of Agriculture," the "Economic Indicators of the Farm Sector: State Financial Summary, 1985," and "Foreign Agricultural Trade of the United States," March/April, 1986. For each state and the United States as a whole, data are presented in 21 categories: general, farmland, farms by size, agricultural universities, farmers, tenure of farmers, farm organization, major commodities produced, major export commodities, farms, acreage, cash receipts, government payments, other farm income, production expenses, net farm income, total assets, total debt, equity, top five counties in agricultural sales, and location and telephone number of the state statistical office. (Author/KC)

ED 281 014 CE 046 864

Feasley, Charles E.; And Others
Independent Study Program Profiles 1985-86. Final Report.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Feb 87
NOTE- 94p.; For the 1984-85 report, see ED 270 609.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Programs; Continuing Education; Credentials; Credit Courses; Curriculum Development; Educational Technology; Enrollment; Grading; Higher Education; High Schools; *Independent Study; Noncredit Courses; Program Costs; *Program Descriptions; *Program Implementation; Research Projects
IDENTIFIERS- United States
This report, based on a mailed survey of institutions that were members of the National University Continuing Education Association during 1985-86, includes data from 66 responding institutions, including colleges and high schools. This report is organized in six parts. The first part outlines the total program scope, including enrollment and staff growth, special fees, on-campus enrollment, transcript policies, and course development. Part 2 describes college programs, including enrollments, course fees, grading compensation, and development compensation, while part 3 describes high school programs. Part 4 details noncredit programs, usually conducted on college campuses, while part 5 describes research availability. The final part describes the instructional media used for the independent study courses. Information in the report is presented in tables and narrative; an executive summary is included. Appendixes to the report include the survey instrument and supplemental information from the institutions. (KC)

ED 281 041 CE 046 970

Hurrelmann, Klaus; And Others
Adolescents' Status Expectations in a Formally Stratified System of Secondary Schools.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Anxiety; Comparative Education; Educational Attainment; *Educational Attitudes; Educational Trends; Foreign Countries; High Schools; *Occupational Aspiration; *Outcomes of Education; *Social Status; Socioeconomic Influences; Status Need; *Track System (Education)
IDENTIFIERS- *West Germany
A study analyzed the school plans and status expectations of West German adolescents. The study was based on (1) an analysis of official statistical documents, (2) a standardized questionnaire survey of 1,717 adolescents aged 12-17 years, and (3) a longitudinal qualitative analysis of interviews carried out with 40 adolescents over a period of 8 years. The West German secondary school system differs from that of most other industrial nations through its high degree of formal segregation of the various school types with corresponding differences in curriculum tracks. The study tested the proposition that this formally stratified secondary school system generates a process of social selection and accompanying restrictions on subsequent career perspectives. In addition, the study tested the proposition that, in all school types, substantial uncertainty regarding status expectations is manifest among those students who are threatened by relegation due to poor scholastic performance. The study proved that this status uncertainty correlates with an above-average incidence of dissatisfaction and health complaints. In West Germany, the development of uncertainty with regard to the outcomes of education and the resulting pressure for more academic attainment coupled with the threat of downward social mobility is of historic importance. The psychosocial costs of this situation can be felt in all social classes: the lower social classes are threatened with unemployment, whereas the higher social classes are threatened with not being able to maintain their high social status. (KC)

ED 281 054 CE 047 026

Teaching Literacy and Numeracy to Craft Students.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-33-5
PUB DATE- Jul 83
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Communication Skills; Computation; Developed Nations; Foreign Countries; *Literacy Education; *Mathematics Skills; Postsecondary Education; Reading Skills; *Trade and Industrial Education; Writing Skills
IDENTIFIERS- *Numeracy; United Kingdom
This handbook is intended to help craft lecturers in further education colleges teach students who have difficulties with basic communication skills, including reading, writing, and calculation. It gives suggestions on how craft lecturers can help students improve their literacy and numeracy in the workshop and classroom. Examples based on specific crafts that can be relatively easily adapted and applied to other craft subjects are given. Introductory materials discuss determination of reading, writing, and calculations tasks required in courses and teaching the theory of a craft subject. The next section concerns reading tasks with which craft students are faced, including the blackboard and overhead projectors; reading instructions, handouts, and worksheets; and textbooks. It considers the difficulties these pose and examines ways in which the craft tutor can help students improve their learning of the literacy and numeracy skills of the craft. The following section deals with access skills--library and research skills. Students' writing is the focus of the next section. It suggests ways of dealing with the wide range of written ability. The section on numeracy focuses on needs identification, instructional methods, and areas of numerical work. The final section suggests testing methodology. (YLB)

ED 281 098 CG 019 832

Plotnick, Hermine D.
De-Institutionalization: The Queens Experience.
PUB DATE- 30 Sep 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Deinstitutionalization (of Disabled); *Group Homes; Homeless People; *Mental Disorders; *Mental Health Programs; *Placement
IDENTIFIERS- *New York (Queens)
This document presents a review of the history of the implementation of de-institutionalization in Queens County, a borough of New York City. A number of issues confronting the mental health profession, the community, the patients, and their families are discussed. It notes that Creedmoor Psychiatric Center, the major provider of services for the severely mentally ill in the Queens County area, now has the largest concentration of former mental patients living in community residences in the state. Events are described beginning in 1970 when the director of Creedmoor matched the needs of the dischargeable patients to the needs of the Rockaway community, a failing beach resort, and, using the talents of the rehabilitation, social work, and nursing staff, created what became the prototype for many of the state's after-care programs. The history of this change is examined against the current needs of the new mentally ill homeless, changing demographics, and political and economic issues. Strategies for intervention, such as the rediscovery of the asylum as a safe harbor for the severely mentally impaired and the use of the "revolving door" or rehospitalization for patients experiencing temporary stress, are discussed. New models of caregiving are proposed, including hybrid services for the dischargeable, but non-placeable patients. (Author/NB)

ED 281 141 CS 008 730

Schewe, Annette; Froese, Victor
Relating Reading & Writing via Comprehension, Quality, and Structure.
PUB DATE- Dec 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6. 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; Grade 4; Intermediate Grades; *Reading Achievement; *Reading Comprehension; *Reading Research; Reading Skills; *Reading Writing Relationship; Recall (Psychology); Story Grammar; *Writing Research; *Writing Skills
Focusing on variables linking fourth graders' reading comprehension and writing ability, a study investigated the (1) relationship between both free recall and comprehension probe scores in reading and analytical scale scores in writing, (2) effects of reading and writing competence on the production of story grammar categories in writing, (3) relationship between writing scores and the components of the analytic writing scale, and (4) qualitative differences in students' use of story grammar categories in both their reading recall protocols and independent writing samples. Subjects, 36 fourth graders from two Canadian schools grouped according to high, average, or low reading ability, read and responded to two passages (one with two ideally structured passages, the other with two ideally structured stories), and produced writing samples in the classroom over a 4-week period. Analyses of responses and writing samples indicated that reading comprehension and writing ability measures were significantly related; that the ability to recall story grammar elements during reading was not indicative of the ability to produce the same elements in writing; that the mechanics and story grammar category components of the analytic writing scale were the best predictors of writing quality; and that good readers and good writers, as assessed by the number of propositions recalled in reading and produced in writing samples, are not necessarily one and the same. (Twelve references are included.) (JD)

ED 281 155 CS 008 764

Nist, Sherrie L.
Teaching Students To Annotate and Underline Text Effectively--Guidelines and Procedures. College Reading and Learning Assistance Technical Report No. 87-02.
Georgia State Univ., Atlanta.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Abstracts; Classroom Techniques; Higher Education; *Reading Comprehension; Reading Difficulties; *Reading Skills; *Reading Strategies; *Remedial Reading; *Study Skills; Teaching Methods
IDENTIFIERS- *Underlining
Of all the effective strategies available to college developmental reading students, annotating (noting important ideas or examples in text margins) and underlining have the widest appeal among students and the most practical application in any course. Annotating/underlining serves a dual function: students can isolate key ideas at the time of the initial reading and then study those ideas later as they prepare for tests. Students can be taught to read and mark text in order to separate key ideas from unimportant facts and to identify examples and applications. The following annotate/underline principles are effective for students: (1) use pen or pencil rather than yellow highlighters, (2) think in terms of test preparation, (3) annotate or paraphrase during reading, (4) underline after reading and annotating, and (5) review annotations regularly. The reading instructor must also follow certain guidelines in teaching annotation/underlining, such as providing direct instruction through modeling, giving students time for practice, and offering verbal and written feedback about the strengths and weaknesses of student text markings. The ultimate goals are for students to be able to see how concepts relate to one another and to be able to put these ideas into their own words, for it is only when synthesis and rephrasing occur that instructors can be relatively sure that students understand text. (References and examples of underlined/annotated text are included.) (NKA)

ED 281 181 CS 008 792

Green, Georgia M.; Olsen, Margaret S.
Preferences for and Comprehension of Original and Readability-Adapted Materials. Technical Report No. 393.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 58p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Childrens Literature; Grade 2; Primary Education; Readability Formulas; *Reader Response; *Reader Text Relationship; *Reading Comprehension; Reading Instruction; *Reading Interests; *Reading Material Selection; Reading Research
Using two original children's books and adaptations of these books created by basal reader publishers, a study investigated (1) whether children prefer original, unadapted stories that may have longer sentences and more vocabulary items than are permitted by readability formulas for their grade level, or the adaptations of those stories, which meet the formulas' criteria for their grade level, and (2) whether the adapted materials, which according to readability formulas are closer to the children's grade level, are really easier to understand. Subjects, 58 second graders in a small, central Illinois school, participated in both a preference interview and a comprehension task. Results indicated a strong preference for the original stories over the adaptations, especially among the less able and average readers. No significant difference in students' comprehension scores were found between the originals and the adaptations. These findings suggest that since children seem to find original materials more interesting and no more difficult to understand than adaptations, there is no educationally valid motive for continuing to adapt otherwise suitable texts to meet the demands of readability formulas. (Footnotes, 14 references and 13 tables are included.) (JD)

ED 281 208 CS 210 427

Mayer, John; Kieras, David E.
A Development System for Augmented Transition Network Grammars and a Large Grammar for Technical Prose. Technical Report No. 25.
Michigan Univ., Ann Arbor.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-87-25
PUB DATE- 15 Mar 87
NOTE- 41p.
CONTRACT- N00014-85-K-0385
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Algorithms; *Authoring Aids (Programing); Computer Networks; *Computer Oriented Programs; Grammar; Language Processing; *Programing Languages; Reader Text Relationship; *Resource Materials; Semantics; Syntax; *Technical Writing; *Training Methods
IDENTIFIERS- *Augmented Transition Network Grammars; Parsing

Using a system based on standard augmented transition network (ATN) parsing approach, this report describes a technique for the rapid development of natural language parsing, called High-Level Grammar Specification Language (HGSL). The first part of the report describes the syntax and semantics of HGSL and the network implementation of each of its constructs, while the second section discusses the algorithms used in the HGSL compiler and the ATN interpreter. The third section presents a large grammar for technical prose that was developed with the system and which allows parsing of technical training materials in the draft stage of writing as part of a computer-based comprehensible writing aid. The report concludes with a review of some of the results on the coverage of the grammar. The grammar for technical training materials is appended. (FL)

ED 281 222 CS 210 447

Gentile, Nicholas, Comp.

High School Proficiency Test Skill Array: Writing.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Sep 85
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Accountability; Competency Based Education; Content Area Writing; High Schools; *Mastery Tests; *Minimum Competency Testing; *Skill Development; Study Guides; *Test Coaching; Test Wiseness; *Writing Evaluation; Writing Exercises; Writing Instruction; *Writing Skills
IDENTIFIERS- *New Jersey High School Proficiency Test
One of a series in reading, writing, and mathematics intended to acquaint teachers with the skills tested in each content area on the New Jersey High School Proficiency Test, this booklet on writing presents material that can be used in lesson planning, skills review, and practice testing. Following a report of the writing committee convened to assist in identifying the skills to be tested, the next two sections outline the writing skills assessed on the test--sentence structure, organization of ideas, editing, and essay writing--and furnish a description of the general conditions and the context in which each writing skill will be evaluated. The subsequent section contains extensive examples of high school proficiency test items from previous years, organized according to the four skill areas that are targeted in the initial sections. The booklet concludes with a feedback form for use by participating teachers to evaluate the booklet. (NKA)

ED 281 289 EA 019 353

McNamara, Thomas C.
A Large School District's Perspective on the Structure Controversy.

PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Curriculum; Early Childhood Education; *Educationally Disadvantaged; Educational Needs; Elementary Secondary Education; Kindergarten; Kindergarten Children; *Preschool Curriculum; School Demography; School Districts; *School Organization; Socioeconomic Background; Urban Education
IDENTIFIERS- Direct Instruction; *Philadelphia School District PA; Project Follow Through

This paper reviews the suitability at the kindergarten level of Philadelphia's new K-12 Standardized Curriculum in terms of concerns expressed by a group of Philadelphia kindergarten teachers. The teachers' objections spring from two different conceptions of early childhood education. According to one argument (rejected by the district but supported by the work of Gesell), children's developmental readiness should determine the content of the kindergarten curriculum. Opposed to this argument are arguments supporting early intervention to prepare children for learning. Such intervention can take either a formal or an experiential form. Those teachers objecting to the curriculum but supporting intervention appear concerned that the curriculum will require formal, specified instructional practices. The district claims that its direct instruction curriculum does not require formal instruction, and asserts further that the demographic characteristics of the poor urban students being served are such that the educational environment must be fundamentally different from (rather than reliant on) the home environment. This assertion is supported by Philadelphia's extensive experience with Follow Through programs. The paper concludes that it is important to work toward the best match of teacher, student, school, and instructional method. (PGD)

ED 281 303 EA 019 367

The Status of Curriculum in the Public Schools. As Reported by the State Board of Education: Submitted to the Governor, Lt. Governor, and the Seventieth Legislature. Texas Education Code 21.101(f), 1984-1986.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.

REPORT NO.- TEA-CU7-370-04
PUB DATE- Jan 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Core Curriculum; *Curriculum Development; *Curriculum Enrichment; *Educational Legislation; Elementary Secondary Education; Graduation Requirements; Instructional Materials; Material Development; Public Schools; *State Boards of Education; *State Legislation; State School District Relationship; Student Evaluation; Teacher Education; Textbook Selection
IDENTIFIERS- *Texas

This report by the Texas State Board of Education to the 70th Legislature outlines reform legislation established in response to the call for school reform, specifically examining the components and implementation of a well-balanced basic curriculum in public schools. A reproduction of Section 21.101 of the Texas Education Code is supplied, outlining the required curriculum to be offered in each school district. Part 1, offering a historical introduction, addresses these topics: (1) status of the curriculum in the past, (2) legislative reports and responses, (3) implementation plans and strategies, (4) establishment of a well-balanced curriculum, and (5) verification of implementation. The second part examines the alignment of the education system with the new curriculum, exploring these areas: (1) changes in graduation requirements, (2) the textbook adoption process, (3) student assessment, (4) teacher preparation in the essential elements, and (5) development of curriculum materials. Part 3 looks at the ongoing examination of the new curriculum, citing strengths and concerns. No recommendations for change are made in this report. (WTH)

ED 280 960 CE 046 753

Chin-Aleong, Maurice
Thrusts in Vocational Secondary Education in Trinidad and Tobago and the Need for Evaluation Studies.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 27p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; Curriculum; Educational Change; Educational Improvement; *Educational Trends; *Education Work Relationship; Foreign Countries; *International Education; Models; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Trinidad and Tobago
This paper attempts to point out the origins of and rationale for increased vocationalization of education in Trinidad and Tobago. It also seeks to examine the proposed models for future vocationalizing and points out that various components of these models have been tried elsewhere before. Third, it examines some evaluation studies attempted recently. These recent studies, given their limitations, tend to show that vocationalization has had some success--though questionable. The paper then touches on an alternative model that would ensure that vocational education is pursued as a complement to general education. Finally, the paper shows the need for evaluation studies and concludes that whatever the strengths and/or weaknesses of secondary vocational education, it will be prevalent for the foreseeable future. (KC)

ED 280 973 CE 046 766

Sacheti, A. K.; Ray, S.
Vocationalising Education in India.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Developing Nations; *Educational Change; Educational History; *Educational Policy; Enrollment; Foreign Countries; Program Administration; *Program Content; Program Development; Program Implementation; Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *India
Since India gained its independence in 1947, three important commissions have examined the issue of educational reform. The first (in 1948) recommended a vocational emphasis in the intermediate (predegree) courses without sacrificing emphasis on preparation for university education. In 1954, the Secondary Education Commission resulted in the creation of large numbers of multipurpose secondary schools in the country, and in 1966 a program of 10 years of general education followed by 2 years of general education or 1 to 3 years of vocational education was recommended. In 1968 it was decided that vocational courses should be effectively terminal and adequately diversified to cover a wide range of vocations. Progress in vocationalizing education has been slow, and the setup of vocational education differs from state to state. In 1983-84 approximately 60,000 students were enrolled in 1,500 institutions. Vocational courses are offered in agriculture, business and commerce, home science, paramedical occupations, and technology. The recommended model for all vocational courses calls for equal coverage of language and general studies, related subjects and foundation courses, and vocational theory and practice. Little information is available from the vocational program evaluations that have been conducted by individual states. It is felt that despite the fact that vocational education has thus far only reached 3.5 percent of India's population (the target is 50 percent), the program may attain its desired outcomes if it is put on sound footing. (MN)

ED 280 987 CE 046 780

Adu, J. K.
Evaluating Junior Secondary Education in Ghana.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 8p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Educational Change; *Evaluation Methods; Foreign Countries; *Junior High Schools; *Prevocational Education; *Program Evaluation; *Program Implementation; Secondary Education
IDENTIFIERS- *Ghana
The Junior Secondary School (JSS) program introduced in 1976 appears to have been the answer to the popular call for educational reform in Ghana. Vocationalization actually starts at the JSS level. JSS students are not trained for any particular occupation but are exposed to prevocational experiences to enable them to discover their aptitudes and potentialities. The curriculum is broad-based and has academic, technical, vocational, and commercial (business education) components. The problems facing the JSS are legion, but the most important are those of finance, equipment, physical facilities, staffing, and textbooks and other instructional materials. Initial preparation has been undertaken for an evaluation of the JSS program. The objective of the study is to analyze the nature, implementation, and impact of the JSS program, specifically related to program goals and rationale, program establishment and implementation, curriculum, student characteristics, and program output. Personal interview schedules, questionnaires and attitude scales, and observation scales have already been prepared, and two workshops have been organized for the project, which represents the first systematic evaluation of an educational program to be undertaken in Ghana. (YLB)

ED 281 070 CE 047 054

Begin Here. A Maths Pack. Material from the Merseyside and Cheshire Numeracy Lift-Off Project.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-39-4
PUB DATE- 83
NOTE- 78p.; For a related document, see CE 047 055.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Arithmetic; Behavioral Objectives; *Computation; Decimal Fractions; Educational Games; Foreign Countries; Fractions; Learning Activities; *Mathematical Concepts; Mathematics Skills; Numbers; Percentage; Skill Development; *Tutoring
IDENTIFIERS- Money; *Numeracy; *Time Telling

This skills pack is intended to assist numeracy tutors working with adults needing help with basic arithmetic, time telling, and money concept skills. The following materials are included: money worksheets (dealing with British currency); worksheets introducing subtraction and the various phrases used to express the difference between two numbers; a series of graded worksheets offering reinforcement of the multiplication tables and number bonds up to 100; multiplication and division puzzles (including answer sheets); a 24-hour clock and personal time table; fraction worksheets that use pictorial examples to concentrate on addition and multiplication; activities introducing the concept of percentage; worksheets on equivalent fractions, decimals, and percentages; a dominoes game that reinforces equivalent fractions, decimals, and percentages; and a series of activities dealing with percentages and money. (MN)

ED 281 084 CG 019 817

Papini, Dennis R.
Adolescent Attractiveness Standards for Self and Significant Other.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Body Image; Body Weight; College Freshmen; Higher Education; Human Body; *Interpersonal Attraction; Negative Attitudes; *Physical Characteristics; *Sex Differences
IDENTIFIERS- *Ectomorph; *Mesomorph
Previous research investigating the relationship between body build and personality stereotypes found that the mesomorphic build was attributed positive qualities while the endomorph and ectomorph were assigned negative qualities by both males and females. More recent research has revealed a potential shift in body build preferences as standards of physical attractiveness. To examine the degree of congruence between the male and female adolescent's preference for body build of self and a significant other, 93 entering college freshmen were shown silhouettes of male and female somatotypes and asked to pick which one they would most prefer to look like and would most prefer a significant other to look like. Subjects were then asked to attribute behavioral and personality characteristics to one of the silhouettes. Chi-Square analyses were performed which revealed that males preferred to look mesomorphic and that females preferred mesomorphic looking males. Contrary to earlier research, females exhibited a strong personal preference for the ectomorphic look and males preferred ectomorphic looking females. Additional data revealed that the positive stereotype once attributed almost exclusively to the mesomorphic body-build is generalizing to the ectomorphic build for females. The data describe an emerging emphasis on thinness as a standard of attractiveness, especially for females. (Author/NB)

ED 281 168 CS 008 777

Taylor, Vivian Baker; Rosecrans, Deborah
An Investigation of Vocabulary Development via Computer-Assisted Instruction (CAI).
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; College Students; Comparative Analysis; *Computer Assisted Instruction; Decoding (Reading); Developmental Studies Programs; Higher Education; Reading Comprehension; Reading Processes; *Reading Research; *Remedial Reading; Skill Development; *Teaching Methods; Two Year Colleges; *Vocabulary Development
A study investigated the effects of computer-assisted instruction on the vocabulary development of college students enrolled in a developmental reading program at a two-year college of a metropolitan, midwestern university. The subjects were 41 entry level students, 98% of whom had never used computers as an instructional tool. The students were in three intact classes--a control group that received only traditional instruction, an experimental group receiving traditional instruction and individualized, in-class, computer-assisted instruction; and an experimental group receiving traditional instruction in class and computer-assisted instruction in a laboratory outside of the class structure. All experimental subjects used "Kernel," a computer program designed to supplement their regular classroom reading materials and to remediate deficiencies in phonic analysis, structural analysis, contextual analysis, and basic comprehension skills. All subjects were pretested and posttested with the vocabulary subtest of a standardized reading test. Results revealed that the application of computer-based instruction did not improve vocabulary skills among the subjects. In addition, the two experimental groups did not achieve scores significantly different from each other. (Tables and references are appended.) (FL)

ED 281 236 CS 210 468

Murphy, Sharon M.; Scotton, James F.
Dependency and Journalism Education in Africa.
PUB DATE- Aug 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; Colonialism; Cultural Context; Cultural Influences; *Culture Conflict; Developing Nations; *Educational Environment; Educational Theories; Higher Education; Journalism; *Journalism Education; Mass Media Effects; News Media; Program Content; *Teaching Models
IDENTIFIERS- *Africa; *Dependency (Economic); New World Information Order; Westernization
Dependency theory, often used to explain continued domination of Third World economics by Western powers, argues that the continued Western control of Third World news flow and even mass media content can be explained by looking at the structures that control mass media institutions. One of these structures, the journalism education system in Africa, is directly modeled after those in the West, particularly those in the United States. Curriculum, texts, faculty, and even research methods in these programs are based on Western assumptions in spite of attempts to Africanize, and competency in a European language (usually English or French) is required for admission to any mass communication program in Africa, even below the university level. Debate over journalism education in Africa has been vigorous, focusing currently on its lack of relevance--that is, its non-African basis. For dependency theorists, the scholarly detachment that forms the basis of Western higher education is out of touch with the social realities of the Third World. The difficulties many African journalists have with the American model are related to two basic conflicts: the struggle between those supporting the gatekeeper/objectivity role and those supporting the advocacy role, as a more appropriate model for developing nations; and the debate over deciding "what is news." African journalism programs are expected to produce journalists who will support development policies of African governments, while Western journalism programs see journalists as independent and even adversarial to government. However, alternative models, which are conceived within a socialist rather than a capitalist political structure, have not been successfully realized, and the American model of professional journalism education, with its emphasis on practical training and technical/professional performance is still widely accepted in Africa. (Forty-three footnotes are appended.) (NKA)

ED 281 249 CS 505 545

Littlefield, Robert S.
The Rhetoric of Balance: An Analysis of Selected Speeches by Anwar El-Sadat.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Joint Meeting of the Central States Speech Association and Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Foreign Policy; *Intercultural Communication; International Relations; Language Usage; *Persuasive Discourse; Political Power; *Rhetoric; Speeches; World Affairs
IDENTIFIERS- Egypt; Israel; Middle East; *Sadat (Anwar)
Anwar el-Sadat's speaking style became a key factor in his ability to maintain a balance between the goals essential to Egypt's future and the position taken by Israelis in the settlement of the Mideast conflict. Three speeches (two addressing the Egyptian National Assembly, one the Israeli Knesset) were examined to explore the rhetorical choices Sadat made as he addressed different cultural audiences. The study shows that as Egypt's position improved, Sadat's use of ornate language increased, and as he became more powerful and important in the settlement of the Mideast conflict, his speeches contained more personal references and fewer impersonal references to Israel as the "enemy." Sadat's ethos in Israel grew as a result of his speeches and his decision to address the Israelis in person. He balanced his personal philosophy with the points of view held by his separate audiences, and he was thereby able to pursue peace despite external Arab opposition. Sadat's rhetoric differed vastly from that of other Arab leaders, who espoused violence and total elimination of the Israeli state, preferring war to communication. (AEW)

ED 281 263 CS 505 607

Conti, Delia B.
Nonverbal Messages in Televised Presidential Political Advertising--Pragmatic Politics with Electoral Benefits.
PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Emotional Response; *Mass Media Effects; Political Attitudes; *Political Candidates; Political Issues; *Presidential Campaigns (United States); *Television; *Television Commercials; Television Viewing
IDENTIFIERS- Audience Awareness; Audience Response; Media Campaigns; *Political Consultants; *Political Image
Television politics, emphasizing emotions over rational decision making, has been accused of warping the political process, especially in the election of the president. In the incomplete medium--the collection of dots--that is television, the viewer completes the circle of communication, filling in the image with his or her own attitudes. The feeling of participation is enhanced through certain techniques: the mobile camera, vocalics, and a conversational style, as well as the projection of character through costuming, cosmetics, kinesics, and organismics. In addition, the speed of television transmission, intensified by the introduction of videotape, allows candidates to react to events as they happen in the campaign, creating viewer involvement. The progression from black-and-white to color adds a greater emotional impact to the medium and further decreases the importance of the spoken word on television. In the 1976 presidential elections sincerity was important, and Gerald Ford used lifestyle ads to promote good feeling and good living, using music to establish mood and his family to establish character. The most successful political advertising campaigns (usually the work of political consultants like Tony Schwartz, Joe Napolitan, Charles Guggenheim, and David Garth) share one common attribute: the ability to capitalize on the attitudes, beliefs, and desires of the viewer. Television persuades primarily through nonverbal emotional images, and character appears to be best displayed by these nonverbals of television. (NKA)

ED 281 316 EA 019 393

Hamilton, David
Curriculum Design: Historical Perspectives on the Art of the State.
PUB DATE- 27 Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Contains broken print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Child Development; *Comparative Education; Critical Thinking; *Curriculum Design; Curriculum Development; Educational Change; *Educational History; Elementary Secondary Education; Epistemology; European History; *Foundations of Education; Intellectual History; *Learning Theories; Social History; Social Theories; Teacher Militancy; *Theory Practice Relationship
IDENTIFIERS- *Curriculum Theories
Taking the premise that curriculum design embraces the historical introduction of "order" into schooling, this paper considers theories of curriculum order since the 16th century. Calvinist social discipline brought a curriculum of schooling to be followed and to be completed as well. Peter Ramus, a 16th century professor, reshaped "methodus" to mean sequential topics achieving desired knowledge transmission, welcomed by Calvinist educators. Amos Comenius (1592-1670) elaborated natural order by rationalization of time, subject, and method--rendering schools "free from failure." Rene Descartes (1596-1650) represented order, including that of schools, spatially. By the 19th century's close, progressives discovered natural order not in knowledge but instead in children's psychobiology. Freud and Piaget matched developmental curricula to child behavior, producing teacher training and educational psychologists. The 20th century's malaise over separation of concept from execution resulted from "progressivism," comprehensive secondary schooling, and organized teacher power. Curriculum challenges reflect new debates about professionalism, which includes teacher self-development within curriculum development.

The lost connection between design and natural order prompts theorists to create nontechnocratic models, but the history of "curriculum" presents a logically impossible barrier. Commentators claim that educators live in a postpositivist intellectual climate. The question is raised whether educators are therefore also entering a postprogressive, postcurriculum epoch. Two reference pages are included. (CJH)

ED 280 946 CE 046 627

Tierney, William G.; Krakower, Jack
Excellence in Occupational Education: A Model for Professional Development Training.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Sep 86
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Delivery Systems; Educational Needs; *Inservice Education; Models; Needs Assessment; Postsecondary Education; *Professional Continuing Education; Professional Development; *Program Development; Program Implementation; Program Improvement; *Statewide Planning; Teacher Attitudes; *Training Methods
IDENTIFIERS- *Colorado

A research project was conducted to identify a framework that would provide the most effective and efficient ways of delivering inservice training and professional development services in Colorado. The project consisted of a survey of part- and full-time vocational education teachers and administrators of secondary, postsecondary, and vocational schools in Colorado and extensive on-site interviews with persons participating in professional development activities. The survey responses indicated a genuine concern about and dissatisfaction with the conditions of professional development activities in Colorado. The following conclusions were reached: responsibility for providing leadership and direction of professional development activities should rest with the State Board for Community Colleges and Occupational Education, special attention must be given to rural areas, new teachers need better access to and increased assistance from teacher trainers, and the current system of evaluating the quality of professional development activities needs to be revised. (Appendixes to this report include the vocational education teacher and administrator survey instruments, detailed reports of responses to individual survey questions, an outline of recommendations, and recommended recredentialing requirements.) (MN)

ED 281 015 CE 046 865

Packard, Beth
Expanding Options in Technology. An Arizona Vocational Education Equity Model.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 86
NOTE- 35p.
AVAILABLE FROM- Arizona Center for Vocational Education, Box 6025, Flagstaff, AZ 86011 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Career Education; *Career Exploration; Curriculum; *Females; *Institutes (Training Programs); Models; Nontraditional Occupations; Program Descriptions; Program Guides; Program Implementation; Secondary Education; *Summer Programs; Technical Education; *Technical Occupations; Technology; Vocational Education
IDENTIFIERS- Arizona

Intended to assist others wishing to adapt the Arizona model, this guide describes the processes of the Summer Technical Institute Project. Chapter 1 is an introduction to the Summer Technical Institutes, career exploration programs directed primarily at young women in their early teens. Chapter 2 is a literature review conducted to ascertain if technical careers offer sufficient potential for women in terms of salary and job growth, to determine what factors cause young women neither to pursue nor persist in nontraditional careers, and to determine which age groups would most likely be positively affected by intervention programs. The model Technical Institute curriculum is presented in Chapter 3. It discusses selection and maintenance of the advisory committee as well as the instructional units (computer awareness, career decisions, and production processes), goals, and outcomes. Other topics include socialization and belonging, evaluation, facilities, criteria for attendance, and time frame. Chapter 4 describes implementation features of the Institutes. It covers marketing for student support; organizational solicitation; marketing for student participation aimed at school counselors, administrators, teachers, and parents and students; instructional support; counselor selection; teacher selection; volunteer community participants; scheduling; and health and safety issues. Appendixes include the program design and activity schedule. (YLB)

ED 281 028 CE 046 882

Schneider, Glen; And Others
An Assessment of Funding Allocation under the Job Training Partnership Act.
Abt Associates, Inc., Cambridge, Mass.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 31 Aug 86
NOTE- 170p.; Some data tables may not reproduce well.
CONTRACT- J-9-M-5-0051
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Categorical Aid; Cost Effectiveness; Delivery Systems; Educational Finance; *Employment Programs; *Federal Legislation; *Federal Programs; *Financial Policy; *Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Improvement; *Resource Allocation; State Federal Aid
IDENTIFIERS- Funding Formulas; *Job Training Partnership Act 1982
The study described in this report was conducted to explore the problems with, and possible alternatives to, the current Title IIA and IIB allocation formula required by the Job Training Partnership Act (JTPA). The study included a literature and legislation review; interviews with practitioners, public interest groups, and Congressional staff to identify concerns; and empirical analyses using a variety of secondary data sources to assess the scope and dimension of problems identified with the allocation formula. This report is organized in six chapters. The first chapter provides background information on the allocation formula and the methodology of the study. Chapter 2 reviews the JTPA Title IIA and IIB allocation formula. Included in this chapter is a description of exactly how the formula works as well as a summary of major problems and concerns that have arisen since they were implemented in 1983. Chapter 3 assesses the distributional equity of the current formula. Particular attention is devoted to the geographic distribution of target populations underlying the formula factors and the extent to which they overlap. Chapter 4 addresses the issue of funding stability. Focusing primarily on the service delivery area level, it explores funding changes over the years. Chapter 5 addresses the adequacy of data and data sources that support the current allocation formula. The final chapter of the report assesses a number of alternatives to the current allocation formula. Based on the research presented in the previous chapters, it reviews a number of options that can more effectively promote distributional equity, data accuracy, and increased funding stability. Appendixes present references, detailed data tables, and a brief review of the use of allocation formulas in recent employment and training legislation. (KC)

ED 281 055 CE 047 027

Moorhouse, Catherine
Helping Adults to Spell.

Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-15-7
PUB DATE- 77
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Foreign Countries; *Literacy Education; *Spelling; Spelling Instruction; *Teaching Methods; Writing Instruction; *Writing Skills

This book presents a range of strategies for adult literacy tutors and offers a wealth of practical advice on teaching spelling within the context of writing. Chapters 1-3 offer basic information on talking with the student about spelling, finding out how the student spells and helping the student to see himself/herself as a "good" speller, and teaching and learning spelling. Chapters 4-7 suggest techniques for teaching spelling. Chapter 4 describes rote writing. Chapter 5 suggests six techniques for emphasizing the visual aspects of spelling. They are "go out and look," flashcards, word jigsaw, picture jigsaw, word completion, and hidden words. Chapter 6 describes three techniques that emphasize the auditory aspects of speaking, in which an understanding of the relationship between sound and symbol provides the student with further strategies for achieving accurate spelling. The techniques are adapted pronunciation, rhymes and jingles, and mnemonics. Chapter 7 covers three logical methods to spelling--discovering syllable patterns, discovering suffix spelling patterns, and discovering "probable" and "possible" spellings. Chapters 8-10 deal with dictionary skills, the role of dictation in learning to spell, and special problems. (YLB)

ED 281 099 CG 019 833

Wintringham, Karen
Capitation of Medicare: Quality Care or Third-Class Care for the Poor.
PUB DATE- 16 Mar 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Society on Aging (33rd, Salt Lake City, UT, March 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); Cost Effectiveness; Health Insurance; *Health Needs; Individual Needs; *Medical Services; Nursing Homes; Older Adults; *Poverty; *Quality Control
IDENTIFIERS- *Health Maintenance Organizations; Long Term Care; *Medicare Capitation
Experience gathered to date confirms that capitation of Medicare does not necessarily decrease quality of health care and may in fact encourage an improvement in health care quality. Incentives inherent in capitated reimbursement are threefold. First, practitioners, by not receiving more payment for more service, are discouraged from providing unnecessary treatment. Second, capitation rewards the provision of needed services in the most efficient model possible. Finally, under capitation, underservice financially disadvantages the provider thus discouraging practitioners from avoiding necessary treatment. The very poor elderly who cannot afford to participate in most Medicare capitation programs also cannot afford the fee-for-service Medicare alternative. While the needs of the very poor should be met by the government, capitated systems can help to prevent or ameliorate poverty. Many of the frail elderly are in need of caring, rather than curative, services. Capitated systems offering coordinated services may efficiently address the needs of this population. The greatest single risk for financial catastrophe is the risk of institutionalization in a nursing home. Capitated systems may be able to develop and implement an effective insurance plan for long-term care. There is a need to direct attention first to creating effective means of monitoring quality that assure identification and correction of problems and second to adapting health programs to the needs of an aging population. (NB)

ED 281 113 CG 019 847

Walling, M.; And Others
Relationship between Time Perception and Kirton's Adaption-Innovation Inventory.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Cognitive Style; College Students; *Creativity; Higher Education; *Perception; Personality Traits; *Problem Solving; *Time Perspective
IDENTIFIERS- *Kirton Adaption Innovation Inventory

Time production is an experimental paradigm that compares the accuracy with which a subject can produce a specified time interval relative to actual clock time. Higgins (1987) found that subjects perceived the passage of time as faster or slower, compared to actual time, as an interrelation of personality characteristics and experimental conditions. The present study investigated the relationship between time perception and Kirton's (1976) Adaption-Innovation Inventory (KAI), a measure of problem solving characteristics devised to locate respondents on a continuum ranging from adaptors to innovators. Adaptors manifest a conventional style of problem solving, seek group consensus, and work within established procedures, while innovators focus on new angles by restructuring in problem solving. Subjects were 22 college students who participated in a time production experiment and then completed the KAI. Significant correlations were found between time perception and the Originality subscale of the KAI ($p<.01$) and between time perception and the total KAI score ($p<.05$). The hypothesis that innovative subjects would perceive internal time as passing more rapidly than would adaptive subjects was supported. The Innovators' faster perception of internal time might be explained by the deeper levels of cognitive processing. This deeper processing of internal events could account for various problem solving styles that characterize Innovators. (Author/NB)

ED 281 128 CG 019 862

Katz, Martin R.
Theory and Practice: The Rationale for a Career Guidance Workbook.
Educational Testing Service, Princeton, N.J.
REPORT NO.- RR-86-48
PUB DATE- Oct 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)
DESCRIPTORS- Career Choice; *Career Guidance; Counselor Role; *Decision Making; High Schools; *High School Students; *Research and Development; School Counseling; *Theory Practice Relationship; *Workbooks
IDENTIFIERS- *Armed Services Vocational Aptitude Battery
Although theories of career decision making and guidance are usually offered as a basis for practice, the linkage between such theories and the practices of counselors is not always clear. Since treatment in a private dyadic context is difficult to observe and classify, public treatments such as workbooks or computerized systems are more useful for examining theoretical issues. Despite its association with the Armed Services Vocational Aptitude Battery (ASVAB) and the Department of Defense, the workbook "Exploring Careers: The ASVAB Workbook" was developed to help all high school juniors and seniors make informed and rational career decisions in both civilian and military settings. This report presents information on the ASVAB workbook based on research and development carried out over many years at Educational Testing Service. It considers issues such as: (1) why one structure and not another was used for individual assessment and for occupational information; (2) what procedures were followed to obtain, analyze, and interpret occupational information; (3) what model of career decision making was used; and (4) what evidence there is that students can handle the concepts. An overview of the model of career decision making is presented. A section on self-assessment defines the particular structure of each domain in assessment for career decision making and describes the derivation of the dimensions that it comprises. Sources and analyses of occupational information are presented and design features are described. (NB)

ED 281 195 CS 210 391

Malloy, Thomas E.

Teaching Integrative Thought: Techniques and Data.
PUB DATE- 19 Mar 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987). Figures 2 and 3 contain light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Association (Psychology); Brainstorming; Cognitive Mapping; Cognitive Processes; Higher Education; *Learning Activities; Learning Processes; *Teaching Methods; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Analogical Reasoning; Ideation; *Integrative Processes; Organizing Strategies; Semantic Integration; *Text Generation; Word Games

Focusing on techniques for teaching students to integrate diverse ideas at a deep level of cognitive processing, a study evaluated an idea integration package for teaching writing in the college classroom. Subjects, 29 college students from an introductory psychology class at a Utah university, were divided into two groups. The integration group was given practice in the following techniques central to the idea integration package: (1) generating semantic overlap between three mind maps; (2) using visual imagery to incorporate five words in a cluster into a single visual image, along with imagery memory training; (3) producing analogies between pairs of ideas to produce real choices concerning how ideas might be integrated; and (4) using a "sprint" writing technique and then examining the writing for the integration and organization that has emerged. The control group was given practice in organizing papers and paragraphs. All subjects then completed a criterion integration task. Results indicated higher integration ratings for the integration group than for the control group. These findings showed that, even though the idea integration package did not include anything specifically targeting text generation, teaching the techniques to students affected their writing enough to influence judges' rating of integration in the text. In linguistic terms, these results suggest that affecting the deep structure of a writer's organization will affect the surface structure of the written product. (References are included. Test materials and sample data are appended.) (JD)

ED 281 209 CS 210 428

Moilanen, Carolyn
Writing to Read in the Portland Public Schools. 1984-85 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Dec 86
NOTE- 80p.; For the 1983-84 report, see ED 255 552.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Reading; *Curriculum Evaluation; Educational Assessment; Instructional Development; Instructional Material Evaluation; Kindergarten; Language Experience Approach; *Primary Education; *Program Descriptions; *Program Evaluation; Public Schools; *Writing Instruction
IDENTIFIERS- Portland School District OR; *Writing to Read
Intended to provide the Portland Public Schools Curriculum Department documentation of the second-year kindergarten implementation and to provide kindergarten teachers data to support the development of a readiness continuum and placement criteria, this report furnishes a detailed explanation and survey of the Writing to Read program, an instructional system with a language experience approach to developing early writing and reading skills for primary grade children. Following an introduction summarizing the evaluation, the first section describes the Writing to Read system, including the Writing to Read Center, instructional materials, and teacher role. The second section describes the program as implemented in the Portland (Oregon) Public Schools, addressing participating schools and students, as well as instructional and support personnel. The third and largest section provides an evaluation of Writing to Read, and includes a study sample, a teacher survey, observations of the Writing to Read centers, student observations, student interviews, language arts learning outcomes, principal topic interviews, summary of key findings, conclusions, and recommendations. Three extensive appendixes provide supplementary data about the programs, including a summary of principals' responses. (NKA)

ED 281 223 CS 210 449

Newkirk, Thomas, Ed.
Only Connect: Uniting Reading and Writing.
REPORT NO.- ISBN-0-86709-171-1
PUB DATE- 86
NOTE- 262p.; Papers drawn from talks presented at a conference at the University of New Hampshire (Durham, NH, October 12-14, 1984).
AVAILABLE FROM- Boynton/Cook Publishers, Inc., P.O. Box 860, 52 Upper Montclair Plaza, Upper Montclair, NJ 07043 ($10.75).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- Educational History; Educational Theories; English Curriculum; *Freshman Composition; Grammatical Acceptability; Higher Education; Interdisciplinary Approach; Language Attitudes; *Language Role; Literacy; Literary Criticism; Literature; Metaphors; Poetry; Reader Response; Reader Text Relationship; Reading Processes; *Reading Writing Relationship; Rhetoric; Rhetorical Criticism; Rhetorical Invention; Student Writing Models; Teacher Role; *Teaching Methods; Textbook Content; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Author Text Relationship; Classical Rhetoric; Developmental Writing; Freire (Paulo); Lowell (Robert); Narrative Text; New Rhetoric
Drawn from talks given at a conference held at the University of New Hampshire in October 1984, the papers in this collection explore the relationship of composition to reading and literature studies. Following an introductory chapter written by Thomas Newkirk, which contains background information about that relationship as well as an overview of the contents of the book, the papers are arranged in three sections: Perspectives; Reading, Writing, Interpreting; and Fictions. The titles of the articles and their authors are as follows: (1) "Reading and Writing, Work and Leisure" (R. Ohmann); (2) "The Rhetoric of Mechanical Correctness" (R. J. Connors); (3) "Old Wine and New Bottles: A Dialectical Encounter between the Old Rhetoric and the New" (B. Hatlen); (4) "Wanderings: Misreadings, Miswritings, Misunderstandings" (D. Bartholomae); (5) "'Reading the world...reading the word': Paulo Freire's Pedagogy of Knowing" (A. E. Berthoff); (6) "The Dialogic Imagination: Something More Than We've Been Taught" (J. Goleman); (7) "Coming to Words: Writing as Process and the Reading of Literature" (G. Lindberg); (8) "Enigma Variations: Reading and Writing through Metaphor" (L. Z. Smith); (9) "An Interplay of Powers: Writing about Literature" (R. Deen); (10) "Closeness to Text: A Delineation of Reading Processes as They Affect Composing" (L. Quitman Troyka); (11) "The Reader in the Writing Class" (C. Batker and C. Moran); (12) "Inventing an Elephant: History as Composition" (S. W. Sherman); (13) "Framing Narratives" (J. Fishman Summerfield); (14) "Reading while Writing" (D. W. Murray); and (15) "Lowell's Turtles: Visions and Self-Revisions" (P. Mariani). (NKA)

ED 281 276 EA 019 299

Vandenberg, Donald
The Epistemic Basis of Formal Education.
PUB DATE- Sep 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Philosophy of Education Society of Australasia (Armidale, New South Wales, Australia, September 1-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Curriculum; Educational Objectives; *Educational Philosophy; *Epistemology; General Education; Humanities Instruction; *Intellectual Disciplines; Physical Education; Role of Education; Vocational Education
This paper contributes to the debate over whether the university disciplines are the best sources of knowledge for the school curriculum. Among the problematic issues raised in the paper are the distinctions between the university disciplines on one hand and the arts, crafts, trades, and sports on the other, and the distinction between enabling the young to participate at a practical level in the activities of adult society and developing their ability to participate on a more abstract, theoretical level in formal fields of inquiry. Although examination of these issues raises doubts about the possibility of developing a general theory of knowledge, each domain of knowledge has three characteristics in common: (1) a theoretical framework; (2) a means for making perceptual contact with things in the world; and (3) a set of formulated canons of inquiry. If general education should include study of seven aspects of the world (the written, quantified, play, fabricated, natural, societal, and lived worlds), then both the university disciplines and the arts, crafts, trades, and sports must be integral parts of education, and neither the formal nor the practical can be shown to be epistemically preferable. Two pages of references and notes are provided. (PGD)

ED 281 290 EA 019 354

Neufeld, Barbara; And Others
Hartford Effective Schools Initiative: Planning Phase Evaluation Report.
PUB DATE- 30 Jul 84
NOTE- 55p.; For related documents, see ED 275 715 and EA 019 355. Some pages contain light and broken print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Classroom Techniques; Elementary Education; Experiential Learning; *Inservice Teacher Education; Paraprofessional Personnel; Parent Participation; Questionnaires; *Teacher Education Programs; *Teacher Improvement; *Teacher Workshops; Teaching Methods; Teaching Models; Teaching Skills
IDENTIFIERS- Connecticut (Hartford)
The planning phase of the Hartford Effective Schools Initiative (HESI) is described and evaluated in this report. Data were gathered from interviews held with 21 teachers (7 from each of 3 elementary schools), paraprofessionals, building administrators, the project coordinator and building leader participating in the project, and 6 nonparticipating teachers. The duration of the summer project was for a period of 6 weeks. Institutional profiles on each of the schools' effectiveness characteristics and the number of teachers participating for the various HESI training periods (6 weeks, 1 week, no training) were supplied by responses to the Connecticut School Effectiveness Questionnaire. Data regarding student achievement in grades 2-6--broken down by teacher and by scores from the Metropolitan Achievement Test--are presented. Conclusions drawn from the data indicate the areas of weakness to be: (1) description of the content and goals of the training, (2) lack of focus for paraprofessionals, and (3) parent training. Areas of strength are determined to be: (1) design of the project, (2) voluntary participation, (3) extrinsic rewards, and (4) selection of trainers. Three references, 7 figures, and 16 tables are included in the report. (WTH)

ED 281 001 CE 046 810

Serletis, William S.
Farm Equipment Leasing. A New Financial Strategy. Staff Report No. AGES870302.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Apr 87
NOTE- 46p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Machinery; Agricultural Production; *Agricultural Trends; Capital; Credit (Finance); Farm Accounts; *Farmers; *Farm Management; *Financial Policy; Income; Money Management; Tractors
IDENTIFIERS- *Leasing
For farmers with high debt/asset ratios, leasing is an attractive option for securing the use of farm machinery. Under the current tax laws, financial leasing carries lower after-tax costs than loan purchasing. By size, farms with more than $500,000 in sales had the highest proportion of U.S. expenditures for farm equipment leasing. By region, the Pacific States, Corn Belt, Delta-Southern Plains, and Northern Plains regions accounted for the largest proportion of expenditures. By farm type, cash grain, dairy, general livestock, and field-general crop farms recorded the largest proportion of leases. Because many are large farms, they require the use of large equipment whose resale caters to a very limited segment of the farm sector. Without an obligation to purchase, these farms are protected by leasing from the decline in the equipment's market value. (Author/KC)

ED 281 042 CE 046 972

All You Ever Wanted to Know about Special Needs But Didn't Know Who to Ask. Special Needs Handbook. Revised Version .
Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.
PUB DATE- Apr 87
NOTE- 74p.; For earlier handbook, see ED 210 462.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Cooperative Programs; *Disabilities; *Disadvantaged; Educational Legislation; Facility Requirements; Federal Legislation; *Financial Support; *Individual Needs; Job Placement; Mainstreaming; Secondary Education; Sheltered Workshops; Simulated Environment; Special Education; *Special Programs; State Legislation; Student Evaluation; Student Placement; Transportation; *Vocational Education; Work Experience Programs
IDENTIFIERS- Alabama; *Special Needs Students

This guide is intended to serve as a source of information pertaining to educational provisions for handicapped and disadvantaged students enrolled in vocational education programs in Alabama. The following topics are discussed: legislation (the Rehabilitation Act of 1973, the Education of the Handicapped Act, the Carl Perkins Act, and Alabama Public Law 106); set-aside funds for the handicapped and disadvantaged (general uses of excess cost funds and procedures for obtaining funds); disadvantaged students (federal classification criteria, eligibility requirements for special services paid for with excess cost funds, identification of and special services for educationally and economically disadvantaged students, accountability, and examples of programs for disadvantaged persons mainstreaming and special programs and services); handicapped students (classification criteria, eligibility requirements for services paid for through set-aside funds, identification and placement of handicapped students in special and vocational education programs, alternative services and assistance for handicapped students, and work experience programs that provide handicapped students with direct participation in the world of work); other concepts, programs, and services (least-restrictive environments, modified programs, separate specialized programs, and related services); and commonly asked questions and answers (excess cost funds in relation to general uses, equipment, and salaries; identification of handicapped and disadvantaged students; and provision of services). (MN)

ED 280 961 CE 046 754

Bacchus, Kazim
The Success of Vocationalisation Depends on the Political Context.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 24p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Developed Nations; *Developing Nations; *Economic Development; *Educational Change; Educational Improvement; *Educational Needs; Labor Education; Secondary Education; Unemployment; *Vocational Education

The vocationalization of education is different in economically less developed coutnries (LDCs) than in the economically more developed ones (MDCs). Although there may appear to be similarities, there are also important differences between them that largely arise from three contexts: (1) their social and economic structures and the resulting differences in demand for skilled labor; (2) the role of the LDCs as "price-takers" rather than "price-makers" on the world market; and (3) the development strategies they use, often without full recognition of their own realities and resource limitations. As a result, the problems arising from the efforts by these countries to vocationalize the curriculum of their schools are in many ways qualitatively different, and this whole educational strategy is usually much more problematic for them than for the MDCs. There are also major differences between the developing countries themselves, which make any kind of overall generalization on this issue even more difficult, but there are enough commonalities among them that would make these observations somewhat applicable to most of the LDCs. With a more appropriate development strategy, changes in the curriculum, including the introduction of vocational subjects, might play a more effective role in increasing the contribution that education can make toward raising the productivity of an LDC. However, political leaders in the LDCs have not followed this course. Therefore, to say that vocational education is or is not a useful educational approach is by itself meaningless, despite the research results that now exist. (KC)

ED 281 142 CS 008 739

Ridout, Susan Ramp
Reading Module on Bilingual Education.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Bilingual Instructional Materials; Class Activities; Communication Skills; *Corrective Reading; Course Content; Cultural Influences; Higher Education; Methods Courses; Models; Reading Difficulties; Reading Material Selection; *Second Language Learning; Teacher Education; Teaching Methods; Teaching Models
IDENTIFIERS- Instructional Models
Intended for use as a basis for lectures relating to bilingual education within a reading methods course, this instructional model provides educational strategies for use with bilingual children. Written in outline form, the first two parts of the model present a rationale and objectives for the course. The third part contains (1) an historical overview of bilingual education in lecture form, (2) general classroom guidelines, (3) popular strategies to use when teaching reading to the bilingual child, (4) informal practical strategies for general classroom use, (5) suggested basal readers to use with the bilingual child, (6) a list of primary program goals, and (7) a bibliography. Various discussion questions are presented in the fourth part, while the fifth part provides a sample bilingual elementary reading lesson. The sixth section provides sources for use when teaching reading to bilingual children, as well as suggestions for basal series readers. Finally, the seventh part is an evaluation segment that contains sample test questions for reading methods students and proposals for research papers. (NKA)

ED 281 156 CS 008 765

Lloyd, Bruce A.
High School Teachers' Awareness of Reading Skills.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (19th, Denver, CO, February 5-7, 1987). A report to the Faculty Research Fund of Western Michigan University. For the pilot study, see ED 263 531.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Decoding (Reading); High Schools; Phonics; *Reading Comprehension; Reading Processes; *Reading Research; *Reading Skills; *Secondary School Teachers; Spelling; Vocabulary Development; Vocabulary Skills; Word Recognition
IDENTIFIERS- *Teacher Awareness
A study examined whether or not high school teachers could name or list the reading skills needed by their students. The three skills categories were comprehending expository text, understanding content area vocabulary, and applying word analysis skills. The questions used to elicit information from teachers were (1) What must students do to understand what they read? (2) What must students do to comprehend the meanings of the words they read? and (3) What skills are needed so your students can correctly pronounce words? Teachers in all content areas were surveyed at two urban high schools and 116 usable surveys were analyzed. Results indicated that teachers had minimal acquaintance with the reading skills their students need for comprehension of expository text. In terms of comprehending the meanings of words, teachers were in agreement with reading experts, listing the use of context clues and the dictionary most frequently. Most teachers also agreed with reading experts that for students to pronounce unfamiliar words, they must know word analysis skills and how to use a dictionary. Teachers were significantly more aware of the skills students need to become better students than the specific reading skills they need to become better readers. (Survey questions and teachers' responses are included, as are 25 references.) (SRT)

ED 281 169 CS 008 778

Grimaldi, Candace M.
Can Improvement of Retention of the Science Content Area Be Had by the Addition of Study Skills?
PUB DATE- May 87
NOTE- 40p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Academic Achievement; *Content Area Reading; Grade 7; Junior High Schools; *Reading Research; *Retention (Psychology); *Science Instruction; Skill Development; Student Improvement; *Study Skills; Teaching Methods
A study explored whether instruction involving an emphasis on study skills could help seventh grade students retain material encountered in science classes. Subjects were 32 students from two intact science classes in a predominately white, middle class school in New Jersey. The experimental group received an advance organizer as an overall summary of a textbook chapter they were studying to help them in organizing the content. They were introduced to the chapter; were told to look at headings, pictures, and diagrams; pronounced and defined vocabulary terms; and noted names of people and places relevant to the chapter. Each day, a review of the previous lesson was conducted before the new lesson was begun. The control group was taught without the use of any learning aid. All students were tested at the end of each chapter. Results indicated a significant difference between the means of the samples in favor of the experimental treatments. The findings suggest that study skills can help students retain science material content. (Appendixes contain pretest and posttest raw scores of the samples and samples of pretests and posttests used in the study. Twenty-six references are included.) (FL)

ED 281 182 CS 008 793

Mikulecky, Larry
The Status of Literacy in Our Society.
PUB DATE- 5 Dec 86
NOTE- 46p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 2-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adults; Educational Research; *Functional Literacy; Illiteracy; *Literacy Education; Participant Characteristics; Program Content; Program Effectiveness; Reading Instruction; Reading Research
Noting that the popular press and other media have purveyed much information and misinformation about the status of adult literacy in the United States, this paper focuses upon what is known about literacy levels and gives special attention to changes in literacy demands and to what is currently being done to meet those demands. The first section of the paper ("What Is Literacy and Who Is Literate?") examines several historical definitions of literacy before looking at national surveys of literacy abilities. The second section ("Changes in Literacy Patterns and Demands") explores changing demands, habits, and abilities of the population since the 1700s; while the third section ("Adult Literacy and Basic Education") summarizes demographic information about who receives basic education, what is known about the cognitive characteristics of adult illiterates, and how much time is required for learning gains. The fourth section ("Effective Literacy Programs and the Problem of Transfer") reviews research on effective programs and studies of the extremely limited transfer of newly learned literacy abilities. The final section of the paper identifies trends in the research, some problem areas and recommendations for future study. (A six-page reference list is appended.) (Author/FL)

ED 281 304 EA 019 368

Lewis, John F.; And Others
Drug and Alcohol Abuse in the Schools: A Practical Policy Guide for Administrators and Teachers on How to Combat Drugs and Alcohol.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 87
NOTE- 44p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($9.95 plus $1.50 postage and handling, prepaid; actual postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alcoholism; Civil Rights; Discipline Policy; *Drinking; *Drug Abuse; *Drug Addiction; Drug Legislation; Drug Rehabilitation; Elementary Secondary Education; *Illegal Drug Use; Legal Responsibility; Search and Seizure; Self Destructive Behavior; *Special Health Problems; Student Rights; Teacher Rights
IDENTIFIERS- *Alcohol Abuse
This manual focuses on legal issues confronting schools in the area of substance abuse and provides practical policy guidance to public school managers in enforcing a substance abuse policy. After a brief introduction, section 2 examines barriers to action, commenting on several myths affecting drug abuse policy. Section 3 deals with substance abuse by school employees, addressing these topics: (1) establishing substance abuse policies; (2) testing employees for drug or alcohol use, commenting on types of testing and matters of privacy; (3) disciplining employees for the use of, impairment from, or possession of drugs or alcohol and citing pertinent laws and the Federal Rehabilitation Act; and (4) assisting employees with substance abuse problems. Section 4, on substance abuse by students, addresses these topics: (1) establishing a substance abuse policy for students; (2) prohibitions; (3) methods and procedures of enforcement, commenting on reasonable suspicion and reasonable scope of search; (4) due process requirements; (5) discipline; (6) voluntary drug testing; (7) mandatory testing of student athletes; and (8) the need for a reasoned and personalized approach. A drug and alcohol abuse policy checklist; 13 appendices containing sample policies, notices, and forms; and a glossary conclude the manual. (WTH)

ED 281 317 EA 019 395

Valentine, Jerry W.
Performance/Outcome Based Principal Evaluation.
PUB DATE- 23 Feb 87
NOTE- 43p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987). Appendices contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; *Assistant Principals; *Behavioral Objectives; Decision Making; Elementary Secondary Education; Evaluation Criteria; Feedback; Inservice Education; Instructional Leadership; Organizational Objectives; Performance; *Principals; *Skill Development
IDENTIFIERS- *Performance Based Evaluation
Performance/Outcome Based Principal Evaluation (P/OBPE) attempts to enhance the instructional and managerial leadership of the principal and assistant principal by providing a basis for effective data collection, communication, personal and organizational development, and employment decision making. Professional criteria--job related expectations based upon studies of effective schooling and effective administration--are the most significant professional content in the evaluation process. The P/OBPE process is based upon the premise that supervision of personnel and assessment of desired organizational outcomes are not only compatible, but also complimentary, when properly sequenced. Five phases promote proper sequencing in P/OBPE. In the developmental phase, the evaluative process is formulated, refined, and adapted. The preparatory phase provides opportunity for initial and ongoing inservice in the terminology, process, and expectation of the new evaluative system and identifies essential school goals. In the formative phase, the principal receives specific skill and goal accomplishment feedback and coaching. The summative phase is a synthesis of all data, placed in proper perspective to define current level of performance on each criterion and accomplishment of goals. Finally, the contractual phase is the employment decision based on the summative data. Two figures and eight examples of P/OBPE forms are included. (WTH)

ED 280 974 CE 046 767

Lauglo, Jon
Practical Subjects in Kenyan Academic Secondary Schools. A Summary of the General Report.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 8p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; Developing Nations; *Industrial Arts; *Outcomes of Education; Program Costs; *Program Effectiveness; Secondary Education; *Secondary Schools; *Vocational Education
IDENTIFIERS- *Kenya
With Swedish help, industrial education courses in wood technology, wood technology/metal technology, and power mechanics/electrical technology have been introduced into 35 Kenyan government-maintained secondary schools. The programs received Swedish assistance from 1969 to 1981. An evaluation has revealed that the aims and objectives of the programs are ambiguous; the general aims are defined as part of general education, whereas the objectives and content specific to each subject syllabus imply a prevocational type of training. All four types of workshops have expensive and relatively sophisticated equipment, but there does not appear to have been any concern for the suitability of the equipment as a prototype or for the feasibility of its wide-scale implementation. Although students, parents, and teachers tend to see the programs as prevocational, the teachers involved complain that the programs are unknown among employers. The programs enjoy a rather high status in most schools and thus do not seem to be repositories for less academically successful students. The programs' teachers use a highly didactic pedagogy and emphasize precision in the execution of tasks and procedures. This conflicts with program aims stressing the importance of creativity and teaching students to work independently. The labor market advantage of completing one of the programs is questionable, and employers appear to be more aware of the country's technical secondary schools. Neither is the high cost of the industrial education programs likely to help the courses when their long-term future is assessed. (MN)

ED 280 988 CE 046 781

Ming, Cheng Kai
A Move against the Traditions: Vocationalising Secondary Education in China.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 22p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational History; Educational Needs; *Educational Trends; Foreign Countries; Government Role; Labor Needs; Secondary Education; Technical Education; *Vocational Education; *Vocational High Schools
IDENTIFIERS- *China
Traditionally, the majority of high school graduates in China go to academic high schools; however, only about seven percent of them are able to go on to higher education, and some become unemployed. Beginning in 1980, reforms in the education system have created vocational high schools, which, unlike traditional vocational high schools, prepare graduates for a field, but not for a guaranteed job. Due especially to the opening of many vocational high schools, the ratio of secondary students going into vocational versus academic education has changed to 60:40. The vocational high schools run their programs in conjunction with companies that wish to hire the graduates; for example, Hilton Hotels provide equipment and internships for hotel management students in Shanghai. The vocational high schools also stress entrepreneurship, which has been recognized by the state as a means to reduce unemployment and foster economic development. These schools lessen the examination pressures on academic high school students, so that a higher percentage--about 40 to 50 percent--are now able to go on to higher education. Although these examples may not be generalizable to the whole country of China, the vocationalization of Chinese secondary schools represents a great change from previous thinking in that planned economy. (KC)

ED 281 071 CE 047 055

Numbers Start Here. Material from the Merseyside and Cheshire Numeracy Lift-Off Project.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-38-6
PUB DATE- 83
NOTE- 44p.; For a related document, see CE 047 054.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; *Computation; Educational Games; Foreign Countries; Learning Activities; *Mathematical Concepts; Mathematics Skills; *Numbers; Skill Development; Slow Learners; *Tutoring
IDENTIFIERS- Money; *Numeracy; *Time Telling

This skills pack is intended to assist basic numeracy tutors working with adults needing help with prenumber work, number concepts up to 10, time telling, and British money handling. The package includes notes on using the materials provided; materials for use in assessing student skills with respect to color and shape recognition, number recognition and place value, and symbol recognition; matching and posting games; a "how many" wall chart; a number chart; lessons on telling time (including a clock for students to make and an activity on reading time tables); and a shopping game for four players. (MN)

ED 281 085 CG 019 818

Franzoi, Stephen L.; And Others
A Motivational Explanation of Private Self-Consciousness.
PUB DATE- Aug 86
NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Individual Differences; *Individual Needs; *Motivation; *Personality Traits; *Self Concept
IDENTIFIERS- *Private Self Consciousness
Private self-consciousness (PSC) refers to the dispositional tendency to be attentive to the private, covert aspects of oneself. Studies were conducted to investigate whether there are motivational underpinnings for individual differences in level of PSC. Four separate studies were conducted at three different institutions. Study 1 (N=59) results showed high PSC individuals to be more likely than low PSC individuals to seek out self-relevant information. Study 2 (N=88) demonstrated that high PSC subjects reported being much more likely than low PSC subjects to dwell on negative events in order to better understand them. In Study 3 (N=290), high PSC subjects reported a much higher valuation of self-knowledge than did low PSC subjects. Study 4 (N=104) demonstrated that high and low PSC subjects were equally sensitive to the anticipated valence of the self-informatiion. These findings provide converging evidence of an underlying motivational component, with the specific motives underlying PSC appearing to be the need for self-knowledge and the need for self-defense. A tentative conclusion is that individual differences in private self-consciousness are determined by both psychological motives: high PSC individuals may have a need for self-knowledge that is stronger than their need to protect their self-esteem, while low PSC individuals may have a need for self-defense that outweighs self-knowledge needs. (NB)

ED 281 237 CS 210 469

Onyedike, Emmanuel U.
Journalism Education and Newspaper Work in Nigeria.
PUB DATE- 2 Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developing Nations; Editors; Educational Background; Educational Research; *Education Work Relationship; Higher Education; Instructional Effectiveness; *Job Skills; Job Training; *Journalism Education; *Newspapers; *News Reporting
IDENTIFIERS- *Nigeria
To help improve formal journalism education in Nigeria, a study asked 165 editors at Nigeria's 32 major papers to compare journalists with and without degrees on issues relating to knowledge, competency, and personal attributes needed to work on the newspaper. It was hypothesized that editors with college degrees would rate journalists holding degrees higher than they would nondegree holding journalists. Analyses of questionnaires returned by 116 editors (a 70.3% return rate) and personal

interviews revealed statistically significant differences between the ratings of editors with and without college degrees on 12 items. However, both groups of editors agreed that degree holding journalists were most knowledgeable and better skilled than nondegree holding journalists about the structure and processes of Nigeria, about the proper use of tools of expression, and the use of initiative. The degree holding editors were evenly split in their ratings of the knowledge of newspaper economics possessed by the two groups of journalists; however, the editors without degrees overwhelmingly rated nondegree holding journalists more highly than did those with degrees. Findings also showed that both groups of editors felt nondegree holding journalists to be more knowledgeable and better skilled than degree holding journalists in their (1) knowledge of press laws, (2) ability to design and lay out newspaper pages, and (3) display of dependability. Overall, findings suggested that mass communication departments need to pay more attention to newspaper economics, press laws, design and layout of newspapers, editing and headline writing, and typing. (JD)

ED 281 250 CS 505 547

Moffitt, Mary Anne
Understanding the "Guidebooks" to Writing Romance Fiction as Reinforcement of Self through the "Formula" Model.
PUB DATE- Apr 87
NOTE- 25p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attribution Theory; Characterization; *Females; Feminism; Identification (Psychology); Individual Development; *Literary Criticism; Males; Need Gratification; *Novels; Psychological Characteristics; *Psychological Needs; *Reader Response; Reader Text Relationship; *Self Actualization; Sex Role; Sexual Identity
IDENTIFIERS- Jung (Carl G); Plot (Fiction); *Romance Novels
A Jungian psychoanalytic approach, using the unconscious animus/anima archetype, can explain the appeal of the romance novel to women readers through an understanding of how the romance formula fulfills the psychological needs of contemporary women as the struggle for identity in a patriarchal society. The heroine of the romance is attracted to the hero because he is a projection of her animus spirit. The heroine's character remains stable throughout the plot; she is strong and resourceful. The hero, however, is initially cruel and abusive, but is later transformed into a caring individual. This characterization satisfies women readers' need to face their masculine side, or animus. The narrative structure of romance novels almost always includes an angry initial encounter between the hero and the heroine, a series of misunderstandings that comprise the bulk of the plot, and a happy ending. Throughout the misunderstandings, the psychological merging of the animus/hero to the ideal woman figure is accomplished, and with the transformation of the hero, the reader completes another step in her self-actualization. The happy ending constitutes the merger of the unconscious contra-sexual tendency, bringing the reader to a full understanding of her self-identity. (SRT)

ED 281 264 CS 505 609

Goodman, Bradley A.
Rule-Based Relaxation of Reference Identification Failures. Technical Report No. 396.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 73p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; Cognitive Structures; *Communication Problems; Communication Research; Computational Linguistics; *Language Processing; Language Research; Listening Skills; *Man Machine Systems; Misconceptions; Programing Languages
IDENTIFIERS- Computer Models; Computer Users; Natural Language Communication; *Natural Language Processing; *Referents (Linguistics)
In a step toward creating a robust natural language understanding system which detects and avoids miscommunication, this artificial intelligence research report provides a taxonomy of miscommunication problems that arise in expert-apprentice dialogues (including misunderstandings, wrong communication, and bad analogies), and proposes a flexible extension of the succeed/fail paradigm to handle reference mistakes. Extended examples of these reference failures are provided. A theory of relaxation (similar to human referent identification processes) for recovering from reference failures is then developed using the representational language "KL-One," which represents real-world objects hierarchically (in the tradition of semantic networks and frames). Rule-based relaxation is described as an integral part of the process whereby people who are asked to identify objects behave in a particular way: by finding candidates, re-trying, and if necessary, giving up and asking for help. The study models the relaxation process and provides a computational model for experimenting with the different parameters of the relaxation process. Extensive examples show how the model handles problems with imprecision and over-specification in a speaker's description using rules in a hierarchical knowledge base. Finally, the relaxation model is shown to be preferable to "closest match" models, which fail because looking for the closest match cannot determine the most salient features of a possible referent. The report indicates that the relaxation model avoids this problem by determining salient features using the kinds of knowledge humans have about language and the physical world. Many computer-language examples and diagrams supplement the discussion. A 6-page reference list is appended. (SKC)

ED 281 002 CE 046 815

Vocational Technical Advisory Committees. A Guide to Effective Utilization.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- Mar 87
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; Agency Role; *Guidelines; Models; *Program Development; Program Evaluation; *Program Implementation; Recruitment; *School Business Relationship; Secondary Education; State Programs; Technical Education; *Vocational Education
IDENTIFIERS- Massachusetts
This guide outlines the methods for organizing and using vocational technical advisory committees in secondary schools in

Massachusetts. It is intended to be used as the basis for school staff training to be conducted by personnel at the State Department of Education's Regional Education Centers. The guide provides illustrations and exhibits of effective practices that exist in the state and stresses three necessary components of the use of advisory committees: (1) the involvement of school staff throughout the process; (2) written response by the school to the committee's recommendations; and (3) independent functioning of the committee. The guide is organized in seven sections. The first two sections state the law and regulations regarding the use of advisory committees and provide a mission statement. The third section explains the role of advisory committees, while the next section outlines the structural features of advisory committees. How to recruit advisory committee members is the topic of the next section, followed by a section on organizing advisory committee meetings. The final section focuses on evaluation of committee effectiveness and correcting problems. Extensive exhibits illustrate the concepts discussed in the guide. The appendix provides a survey form for members or former members of vocational advisory committees. (KC)

ED 281 029 CE 046 883

Kozol, Jonathan
Where Stands the Republic? Illiteracy: A Warning and a Challenge to the Nation's Press. A Report, with Recommendations to the American Newspaper Publishers Association and the American Society of Newspaper Editors.

Cox Enterprises, Inc., Atlanta, GA.
PUB DATE- Oct 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Advocacy; *Business Responsibility; *Change Strategies; Corporate Support; Educational Needs; *Illiteracy; *Literacy Education; *Newspapers; Outreach Programs
Approximately 25 million adults are currently reading below the fifth-grade level, and another 35 to 40 million adults read between the fifth- and eighth-grade levels. This is particularly significant for the American press inasmuch as the average daily newspaper is written at a minimum of a ninth-grade reading level. A number of unexamined statements have become firmly entrenched in media discussion of the problem of adult illiteracy. It is a myth to assume that illiterate persons are reluctant to come forward, are mostly immigrants and nonwhites, and somehow "fell through the cracks." Neither is it accurate to blame the illiteracy problem on parents not reading to their children, television, or a shift away from phonics. Other myths include the beliefs that the illiteracy problem can be met on the local level, that the problem can be left to volunteers, or that more research is needed. America's illiteracy problem has had profound costs to our society and potential costs to a free press. The illiteracy problem has resulted in the emergence of two literacies--and what is more--two nations. The press can and must take steps to find and implement long-term solutions to the problem. The press can become an advocate of adult literacy and can work to eradicate the stigma surrounding adult nonreaders. Newspapers can use their pages to advance specific local goals, their outreach power to launch citywide or regional events promoting literacy, and their corporate power and prestige to help make the vast expansion of local programs possible. (Appendixes include guidelines for increasing the role of American newspapers in the war on illiteracy and information on useful contacts for newspaper literacy action.) (MN)

ED 281 056 CE 047 030

Working Together--An Approach to Functional Literacy. 3rd Edition.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-06-8
PUB DATE- 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Foreign Countries; *Functional Literacy; Illiteracy; *Literacy Education; Needs Assessment; *Reading Skills; *Student Needs; Writing Skills

This book is intended to help adult literacy tutors look at the variety of reading tasks in the adult world and see what use they can make of them with their students. In Chapter 1, the tutor looks in depth at all the reading and writing tasks adults do. The message and medium aspects of literacy are introduced. Chapter 2 presents an overview of the need to choose relevant tasks and discusses the message and medium aspects in more detail. A selection of real-life tasks is listed; a suggested list of relevant literacy skills is also provided. Finally, five sets of questions are suggested to help tutors relate these skills to student needs. Chapter 3 contains four separate, detailed examples of adult reading and writing tasks, with activities relating these to the structures suggested in Chapter 2. In Chapter 4 the tutor is asked to work through one of the tasks with other tutors. Ways in which teachers in groups might use the ideas in the book are suggested. A section addressed to organizers asks them to consider the training and resource needs of this approach. An appendix raises three issues helpful in implementing the approach: newsletter production, tape recorder use, and text simplification. (YLB)

ED 281 114 CG 019 848

Lynes, Sharon C. S. L.; And Others
Components in Hemispheric Lateralization.
PUB DATE- Apr 87
NOTE- 48p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain Hemisphere Functions; College Students; *Factor Analysis; Higher Education; *Lateral Dominance; *Left Handed

Writer; *Neurological Organization
The fact that there is an imperfect correlation between the asymmetrical function of the two halves of the brain and handedness has been a source of puzzlement for many investigators. Many theories have been proposed to explain handedness and why handedness does not correlate perfectly with other measures of lateralization. To assess the relationships among the various aspects of laterality, the present study attempted to isolate factors that underlie lateralization by means of a factor analytic technique. A principal components analysis of the scores of 261 college students on 15 measures of lateralization isolated six factors which accounted for 59.5% of the variance in the scores. The results tend to confirm that left handers are not as strongly lateralized as right handers, and that females are not as strongly lateralized as males in some measures. Most important, however, is the indication that hemispheric lateralization is clearly a multidimensional phenomenon rather than simply a matter of general right- or left-sidedness. Two data tables and 14 bar graph figures are included. (Author)

ED 281 129 CG 019 863

Witherspoon, Paul
The Guilford-Zimmerman Temperament Survey as a Predictor in Marriage Counseling.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; *Individual Differences; Marital Instability; *Marital Status; *Marriage Counseling; *Personality Traits; Sex Differences; *Spouses
IDENTIFIERS- *Guilford Zimmerman Temperament Survey
The Guilford-Zimmerman Temperament Survey (GZTS) has been described as one of the most widely used tests in marriage counseling. The GZTS was administered to 61 couples when they entered marriage counseling between 1980 and 1985. When counseling ended, couples were divided into three groups--married and together after counseling (MT); married but divorced after counseling (MD); and married but separated after counseling (MS). Husbands and wives were compared within groups. The pattern that emerged for the MT group was a wife who was more serious-minded, less impulsive, and more persistent than her husband. The MD pattern revealed a submissive wife who was friendlier than her husband. Husbands in the MS group scored significantly higher on the impulsive end of the Restraint scale and wives scored higher on the serious-minded side of the scale. Wives were then compared to wives in the three groups, and mean responses by male and female marital groups were compared to GZTS means. The wives in the three groups were found to differ significantly from the norms, while only the husbands in the MT group differed significantly from norms. The three groups differed significantly from one another in several personality traits. These findings could be useful for marriage counselors working with couples having marital problems and for predicting which couples have the best chance for successful marriage counseling. (NB)

ED 281 210 CS 210 430

Batey, Anne; Ricketts, Dick
Product Descriptions; Word Processors and Writing Activities for the Elementary Grades. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 31p.; For a companion report, see CS 210 431.

CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Software Reviews; Courseware; Elementary Education; Learning Activities; Program Evaluation; Spelling Instruction; *Word Processing; *Writing Exercises; *Writing Instruction
Intended to help educators choose the most appropriate word processing products for elementary school writing instruction, this report provides extensive information on 12 word processor and 13 writing activity software products. A list of components, general descriptions, comments and evaluations are included for each product. The products described are as follows: (1) Bank Street Writer III (Activity Files, volumes 1 and 2); (2) Bard's "Pro-Am" Writing System; (3) "FrEdWriter" (with FrEd lessons); (4) "HomeWord Plus"; (5) LogoWriter; (6) "Magic Slate," (I Can Write! Be a Writer! and Write with Me!); (7) MasterType's Writer; (8) MECC Writer (Ghost Writer, MECC Speller, and MECC Write Start); (9) Milliken Word Processor, (Prewriting, Postwriting and Writing Workshop Activity Files; (10) SchoolWriter; (11) Snoopy Writer; and (12) The Writer's Assistant (Interactive Writing Tools). Producer information is included with each description and listed again at the end of the report. (JD)

ED 281 277 EA 019 300

Barth, Roland S.
School: A Community of Leaders.
PUB DATE- Mar 87
NOTE- 36p.; Paper presented at the Annual Spring Conference of the Georgia State University Principals' Institute (3rd, Atlanta, GA, March 4-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Leadership; Leadership Responsibility; Organizational Climate; Organizational Development; Participative Decision Making; *Teacher Administrator Relationship; Teacher Motivation; Teacher Participation; Teacher Responsibility; *Teacher Role

Teachers can take effective schoolwide leadership roles if the principal encourages each teacher to take responsibility for an aspect of school life that the individual teacher cares strongly about. Such opportunities to engage in school leadership are attractive for teachers because (1) they offer possibilities for improving teaching conditions; (2) they replace the solitary authority of the principal with a collective authority; (3) they provide a constructive format in which the school's adults can interact and overcome their daily classroom isolation; (4) they help transform schools into learning contexts for adults as well as for children; and (5) they make teachers feel and become more important and professional in the eyes of students, other teachers, parents, administrators, and themselves. To encourage teachers to take leadership roles, principals should (1) make it clear that they want to see a community of leaders develop; (2) relinquish some power; (3) support the teachers to whom responsibility has been delegated; (4) involve teachers in decision making; (5) give responsibility not to teachers already proven responsible, but to teachers interested in the issues concerned; (6) accept a share of the responsibility for failures while allowing the teacher credit for successes; (7) admit their needs for help; and (8) seek ways to enhance their own self-confidence. Reviewing the experiences of small, democratically-organized schools around the country can provide insight into how communities of leadership can be developed. (PGD)

ED 281 291 EA 019 355

Neufeld, Barbara; And Others
Hartford Effective Schools Initiative: Summer Institute Phase Evaluation Report.
PUB DATE- 30 Sep 84
NOTE- 86p.; For related documents, see ED 275 715 and EA 019 354.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Role; Classroom Techniques; Elementary Education; Experiential Learning; *Inservice Teacher Education; Paraprofessional Personnel; Parent Participation; Questionnaires; Teacher Administrator Relationship; *Teacher Education Programs; *Teacher Improvement; *Teacher Workshops; Teaching Methods; Teaching Models; Teaching Skills
IDENTIFIERS- Connecticut (Hartford)
The summer institute phase of the Hartford Effective Schools Initiative is evaluated in this report. Part 1 includes (1) an overview of training content; (2) a section on trainers' methods, assessing strengths and weaknesses; (3) participants' responses to training based on observations by the evaluation staff and informal interviews with attending teachers, administrators, and paraprofessionals; and (4) a summary of the participant survey, stating that participants were in substantial agreement with the positive report of the independent qualitative evaluation. Part 2 includes (1) the qualitative evaluation for the additional training provided during the clinical experience; (2) a summary of participants' evaluation reported on the Summer Training Evaluation form; (3) responses to the clinical experience based on formal interviews in which participants were asked about the actual classroom implementation and the coaching component; (4) questionnaire data compiled at the end of the training period; (5) an observation of parent training; and (6) a summary of the clinical experience indicating that the majority of the participants were able to effectively demonstrate knowledge of the vocabulary and ideas and believed that they had acquired teaching and supervisory skills that would improve their work with children. Twelve tables and two appendices (evaluation instruments and comments from the forms) are included. (WTH)

ED 280 947 CE 046 628

Sharpe, Glyn H.; Sharpe, Steve H.
Assessing the Effect of Increased High School Graduation Requirements and the Development of Models to Minimize the Impact on Enrollment in Vocational Courses. Final Research Report.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Nov 86
NOTE- 81p.; Some light type may not reproduce well. For executive summary, see ED 277 852.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Competency Based Education; *Credits; Criterion Referenced Tests; *Curriculum Development; *Enrollment Influences; *Graduation Requirements; Mathematics Curriculum; Models; Questionnaires; Science Curriculum; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Colorado; Impact Studies

A study examined the effect that increased high school graduation requirements are having on Colorado vocational enrollments and explored products and models for educators in school districts to use in minimizing any such adverse effects on enrollment. The study entailed a literature review, a survey of state high school science and mathematics supervisors, and examination of curriculum guides from various states to identify common mathematics and science skills. Next, 13 occupational courses were used to illustrate how the identified list of suggested skills can be coded to highlight the many essential skills that can and are being taught through vocational courses. A set of models was developed, and recommendations were made for local school districts working to minimize adverse effects of increased graduation requirements on vocational enrollments. The five models developed revolved around the following accreditation options: offering direct credit for vocational courses; awarding shared credits for vocational courses; competency testing in lieu of credits required; requesting policy changes at the local district level to reduce established credit requirements based on coded skills, tests, demonstrated occupational needs of students, and national and state trends; and adopting or adapting a successful model from exemplary programs in other districts. (Appendixes to this report include a review of related literature, a state science and mathematics survey, suggested criterion-referenced tests of essential skills, and codings of science and mathematics to suggested essential skills included in vocational courses.) (MN)

ED 281 016 CE 046 866

Packard, Beth

Arizona's Blueprints for Building Partnerships.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Aug 85
NOTE- 71p.; Printed on gray paper.
AVAILABLE FROM- Arizona Center for Vocational Education, Box 6025, Flagstaff, AZ 86011 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Corporate Support; *Demonstration Programs; *Educational Cooperation; Models; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Arizona; *Partnerships

This publication reports a study of business/education partnerships that have evolved in Arizona. Chapter 1 is a brief introduction. Chapter 2 discusses related literature concerning incentives and disincentives for business and educational involvement. Chapter 3 presents descriptions of model partnership projects--nine high school, seven community college, and two joint high school/community college. Each description provides this information: program area, partnership purpose, organizational structure, sponsors, contact, overview, implementation, success factors, and benefits. Chapter 4 describes the study design, which consisted of two elements: (1) an educator survey to identify partnerships between vocational education and the community and to provide insights into partnership formation and maintenance; and (2) a business survey to compare perceptions of the private sector with those of the public sector for factors contributing to the partnerships. Chapter 5 reports these findings: (1) informal organizations have been more often used; (2) another form of collaboration uses existing organizational structures; (3) important factors in initiating partnerships were an established rapport and communication between business and school and provision of mutual benefits; (4) five factors to maintain partnerships were identified; and (5) administrative support was required. Appendixes include a sample survey, contacts for technical assistance, and an annotated listing of practical guides to collaboration. (YLB)

ED 281 043 CE 046 973

Rolls, Dorothea M.
Documenting Experiential Learning: Preparation of a Portfolio for College Credit. TECHNIQUES.
PUB DATE- Apr 87
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Journal Articles (080)
DESCRIPTORS- Adult Education; *College Credits; *Documentation; *Experiential Learning; *Portfolios (Background Materials); Postsecondary Education; *Prior Learning; *Student Certification
IDENTIFIERS- *East Central College Consortium

Increasing numbers of colleges and universities are responding to the needs of adults seeking professional training and have come to recognize the value of experiential learning. One method of assessing previous learning is to prepare a portfolio with documentation of life experiences as they related to the learning process. The East Central College Consortium, which is made up of eight colleges in Ohio and Pennsylvania, currently offers an assessment system whereby authorized faculty members from whom a petitioner is seeking credit evaluate a portfolio consisting of seven elements. The first six of these are a resume, an autobiography, a specific credit request, an abstract of learning outcomes, an explanation of learning outcomes (in which the petitioner attempts to explain the relationship of the learning outcomes to the credits requested), and a statement of educational goals. The seventh element--documentation of work experience, community service activities, noncredit courses and other training, and special accomplishments--can be presented in various forms including awards, letters of corroboration from superiors or peers, congratulatory messages of high performance, awards, newspaper and magazine clippings, diplomas, certificates, records of military service or training, books or articles published, writing samples, and lectures given on specific topics. After the assessor reviews the portfolio, a consortium board makes the final decision as to the amount of credit to be awarded. (MN)

CG

ED 281 072 CG 019 805

Godleski, Barbara V.
The Effects of Self-Concept Enhancing Activities on Self-Concept Levels in Third Grade Students.
PUB DATE- Apr 86
NOTE- 64p.; Master's Thesis, East Stroudsburg University, Pennsylvania. Three pages of copyrighted material have been removed from appendix.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Ability Grouping; *Class Activities; Elementary School Students; *Grade 3; Primary Education; *Self Concept; *Self Esteem; *Student Development; Teacher Role
IDENTIFIERS- *Self Concept Enhancing Activities

Self-concept and the variables that affect self-concept levels in children have been investigated by many researchers. The area of self-concept enhancing activities is a recent concern and research in the field is limited. A study was conducted to determine if self-concept enhancing activities would have an effect on the self-concept levels of third grade students. Third grade students (N=44), ability grouped for language arts, participated in the study. The Piers-Harris Children's Self Concept Scale was used to assess self-concept levels, using pretest and posttest scores. The children were involved in self-concept enhancing activities for a period of 6 months. The t-test of matched pairs was used to determine if the null hypothesis were tenable. It was found that there was no significant difference at the 0.05 level in the self-concept levels of students in Group A (higher ability), Group B (average ability) and Group C (lower ability). Of the three teachers participating in the study, one teacher complied with the research design. The children in her language arts section showed an increase in self-concept level, independent of ability. The tendency toward significance of the one language arts section suggests a need for further research in the field of self-concept enhancing activities. (Author/NB)

ED 281 100 CG 019 834

Lima, Bruno R.
Primary Mental Health Care in Disasters: Armero, Colombia.
PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Death; *Emergency Programs; *Emotional Adjustment; Emotional Problems; *Emotional Response; Foreign Countries; Grief; Individual Needs; *Mental Health Programs; *Natural Disasters; *Primary Health Care; Stress Variables
IDENTIFIERS- *Colombia (Armero)
This paper focuses on the mental health consequences of the disaster in Armero, Colombia which resulted from a volcanic eruption and mudslide, and highlights the role of the primary care worker in delivering mental health care to disaster victims. Eight characteristics of disasters that are closely related to their psychopathogenetic potential (Quarantelli, 1985) are reviewed as they apply to the Armero disaster: (1) proportion of the involved population; (2) social centrality of the affected population; (3) length of involvement of the affected population in the crisis; (4) rapidity of involvement of the affected population in crisis; (5) predictability of involvement in a crisis; (6) unfamiliarity of the crisis; (7) depth of involvement of the population in the disaster; and (8) the recurrency of involvement. The report suggests that the basic mental health activities of the primary care worker must be adapted to specific disaster situations and skills should include knowledge of disaster behavior, skills in the use of different treatment modalities, understanding of the disaster aid system, and ability to utilize available family and community resources. The paper concludes that adequate and comprehensive implementation and evaluation of disaster relief programs should go beyond survival rates and physical morbidity and should focus on the emotional and behavioral aspects of victims' adjustment, where the primary care worker can make a significant contribution. (NB)

ED 281 143 CS 008 741

Ceprano, Maria A.
The Effects of Two Sight Word Teaching Methods on Featural Attention of Children Beginning to Read.
PUB DATE- Apr 87
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Table 3 contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Behavior Patterns; *Context Clues; Decoding (Reading); Kindergarten; Learning Processes; Phoneme Grapheme Correspondence; Primary Education; Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; *Sight Method; *Sight Vocabulary; Teaching Methods; Word Lists; *Word Recognition
Designed to add to the existing knowledge base concerning the saliency of features used by children to identify isolated words, a study examined whether the method of instruction influences the extent to which various features are used for word identification and recall. Subjects, 117 kindergarten students from a suburban Buffalo, New York, school were taught five words per day for eight days using either (1) a context approach, in which words were introduced with pictures in the context of written and spoken sentences; or (2) a features approach, in which the graphophonic characteristics of the words presented in isolation were emphasized. The substitution errors made by the two groups in three separate instances were analyzed and compared to determine the graphophonic cues most frequently used by children to recognize words. Analysis revealed no marked difference in the word perception strategies adopted by the two groups. In addition, both groups showed a similar increasing tendency to base word recognition responses on rotated whole word form as practice with new words diminished. Children taught by the context approach were found to be more attuned to the initial morphological components in the target list than were children taught by the features approach. The findings suggest that regardless of method, beginning readers do not attend to medial parts of words. In this regard, more focus on medial parts of words in a features style methodology may result in a higher rate of word learning. (Three pages of references are included.) (JD)

ED 281 157 CS 008 766

Bermel, Sharon
Language Development Component, CLEAR-Reading Recovery Program 1985-86. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 22 Apr 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Grade 1; Individualized Reading; Primary Education; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Remedial Reading
IDENTIFIERS- CLEAR Reading Recovery Program
The Compensatory Language Experiences and Reading-Reading Recovery Program (CLEAR-RR) provided early intervention to 224 underachieving first grade pupils in Columbus, Ohio schools. The program's two major goals were to develop and provide CLEAR-RR for the first grade pupils and to adapt and apply the inservice program for teachers. Specially trained teachers provided one-on-one half-hour daily lessons during the 1985-1986 school year. Pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons. Activities included reading and rereading books while the teacher maintained a record of strategies and errors, writing and reading stories, identifying letters, and analyzing sounds in words. Students discontinued the program when they had successfully achieved predetermined levels on the Reading Recovery Diagnostic Survey and the vocabulary and comprehension subtests of the Comprehensive Tests of Basic Skills, Levels B and C. Analyses of the standardized test data included comparison of Total Reading scores, pretest to posttest, using percentiles and Normal Curve Equivalents. Based on positive results recommendations were to continue CLEAR-RR at its current level, to share techniques with teachers in other programs, and to investigate the possibility of expanding services to more pupils. (Tables of results are included.) (AEW)

ED 281 170 CS 008 780

Majsterek, David J.
K-ABC Sequential Processing Characteristics of Reading-Retained First Graders: Preliminary Data.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Developmental Stages; Grade 1; *Grade Repetition; Learning Disabilities; Phonics; Primary Education; Reading Ability; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Tests; Remedial Reading; Screening Tests; Sequential Learning
IDENTIFIERS- *Kaufman Assessment Battery for Children
A study examined the performance on the Kaufman Assessment Battery for Children (K-ABC) for first grade students from a rural northwestern school who had received reading instruction via a structured, phonics-based reading program. Specifically, the study compared the performance of (1) three students scheduled for retention because of poor reading progress, (2) three students matched on ability with the retention group by their first grade teachers but reading acceptably, and (3) a random sample of five average readers. All students completed the K-ABC, an individually administered aptitude test that assesses sequential and simultaneous processing ability as well as academic achievement. Results showed that students who had difficulty with reading tended to perform more poorly on the K-ABC than did average readers. The findings suggest that educators need to consider adapting primary reading instruction in relation to cognitive task performance. (The paper contains 21 references and several tables of data.) (FL)

ED 281 183 CS 008 794

Young, Eileen, Ed.
Chapter One in Ohio: Education Consolidation and Improvement Act.

21st Annual Evaluation Report, Fiscal 1986.
Ohio State Dept. of Education, Columbus.
PUB DATE- May 87
NOTE- 32p.; Photographs may not reproduce well. For the previous report, see ED 272 330.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Inservice Teacher Education; *Mathematics Instruction; Parent Role; Program Content; Program Costs; *Program Effectiveness; *Reading Instruction; *Reading Programs; State Programs; Student Participation; *Teaching Methods
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Ohio
Recent activities provided in Ohio through Chapter 1 of the Education Consolidation and Improvement Act and its predecessor, Title I of the Elementary and Secondary Education Act are summarized in this annual report. Specific information contained in the report includes statistics for fiscal 1986 (the 1985-86 school year and the summer that followed), participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and five-year trends. The report's various sections (1) explain the basic Chapter 1 services provided by the state's public school districts; (2) describe the special Chapter 1 services provided for children of migratory agricultural workers and handicapped, neglected, and delinquent children being educated in state agency schools; and (3) describe the program's organization and leadership. The report indicates that, overall, the Chapter 1 program has helped children become successful learners. Numerous black and white photographs are included. (FL)

ED 281 196 CS 210 400

Tighe, Mary Ann
Reducing Writing Apprehension in English Classes.
PUB DATE- Mar 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (6th, Louisville, KY, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *College English; College Freshmen; Higher Education; Peer Evaluation; Student Attitudes; *Teaching Methods; *Writing Apprehension; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Skills
In an effort to reduce student writing apprehension, an informal, in-class study was conducted in a lower-level college writing course at an Alabama university. The 16 students in this course took a Writing Apprehension Test (WAT--pretest) on the first day of class. Throughout the course, all writing was based on student experiences and came from student journals, all assignments were completed in class and reviewed in small groups discussions, and specific criteria from the rating scale used to evaluate student essays were discussed. Late in the course, students exchanged two essays with a partner--one written early in the course and one written late--and evaluated them as peer critics. Students then evaluated their own essays. Findings from these observations and WAT posttest scores indicated that 13 students were less apprehensive about their writing after the course than before it. In addition, results showed that students wrote more in their later essays, suggesting a greater willingness to commit themselves on paper. Sentence combining exercises from workbooks did not seem to improve writing skills. Finally, analysis revealed that students' later essays were superior to their earlier ones, suggesting that students' overall writing skills had improved. (The WAT, various instructional and evaluation data, and sample essays are appended.) (JD)

ED 281 224 CS 210 451

Picard, Robert G.
Evidence of a "Failing Newspaper" under the Newspaper Preservation Act.
PUB DATE- Aug 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; Court Litigation; *Evaluation Criteria; Evaluation Methods; *Failure; Media Research; Mergers; *Newspapers; *Performance Factors
IDENTIFIERS- *Newspaper Circulation; *Newspaper Preservation Act 1970
The Newspaper Preservation Act of 1970 makes it possible for competing newspapers to combine advertising, production, circulation and management functions into a single newspaper corporation. For the attorney general and the courts to authorize a joint operating agreement (JOA) for a "failing newspaper," certain conditions must be met and certain types of financial and economic data must be examined. The most significant test of failure is whether a "circulation spiral" (indicated by circulation and advertising performance) exists, and a second major test is whether a significant disparity exists between the circulation and advertising shares of the two competing papers. Financial losses comprise the third major test in determining whether a paper is failing. A review of 57 newspapers that failed or merged during the past decade suggests that the majority of such failures and mergers has taken place in small- and mid-sized markets rather than in large metropolitan markets. The information also indicates that when the 60% to 40% circulation split is reached, continued operation of two papers becomes unprofitable. These three main tests of failure provide five indicators by which to judge whether failure exists, and newspapers in four of the five cities already granted JOAs (Anchorage, Alaska; Chattanooga, Tennessee; Cincinnati, Ohio; and Seattle, Washington) passed at least four of the five tests. The "Detroit Free Press," currently seeking JOA approval, does not pass the majority of the five tests, and, in fact, provides only two of the five indicators of failure. (Two pages of notes and three tables are included.) (NKA)

ED 281 305 EA 019 369

Rossow, Lawrence F.
Search and Seizure in the Public Schools.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 87
NOTE- 46p.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($9.95 plus $1.50 postage and handling, prepaid; actual postage and handling will be added on billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; Court Litigation; Elementary Secondary Education; Federal Courts; Legal Responsibility; Police Action; Police School Relationship; *Privacy; Public Schools; School Personnel; *Search and Seizure; *Student Rights; *Student School Relationship
IDENTIFIERS- Fourth Amendment; *Supreme Court

This monograph attempts to provide clear understanding of the standards presented by the Supreme Court in "New Jersey v. T.L.O." relative to search and seizure in public schools, and suggests practical ways of applying search and seizure law to situations in the school setting. ("T.L.O." are the initials of the anonymous student.) After an introduction, section 2 examines students' rights and the Fourth Amendment, describing the amendment's source and applicability in public schools. The reasonableness standard is examined in the third section, applying the standard to "New Jersey v. T.L.O." and detailing a two-pronged test, the TIPS formula. Taking into account certain variables, the TIPS formula aids in search and seizure decisions by defining reasonable search as comprising two elements: (1) reasonable suspicion, examining the thing to be found and the information source; and (2) reasonable scope, involving the place or person being searched and the measures used in the actual search. (TIPS stands for the thing to be found, the information source, the place or person being searched, and the search methods.) Considerations of penalties, involvement of the police, and common errors are examined in section 4. Section 5 focuses on application of the reasonableness standard after the "New Jersey v T.L.O." case and discusses other cases involving search and seizure and/or drug testing. Sections 6 and 7 contain a summary, and conclusion and remarks, respectively. Included in the monograph are five figures. (WTH)

ED 280 962 CE 046 755

Noah, Harold J.; Eckstein, Max A.
International Study of Business/Industry Involvement with Education.
London Univ. (England). Inst. of Education.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- May 86
NOTE- 56p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Comparative Education; *Education Work Relationship; Employer Attitudes; Foreign Countries; *International Education; Labor Education; *School Business Relationship; Secondary Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *France; *Great Britain; West Germany
The study reported in this paper describes business/industry involvement with the education of secondary school students in Britain, the Federal Republic of Germany, and France. The study covers the following: business/industry's criticisms and recommendations about secondary education; the institutional framework within which business/industry involvement with education takes place; the characteristic collaborative arrangements in each of the three countries; the directions and forms of business/industry involvement with education across the three countries; and the conditions influencing such involvement. Some of the findings of the study, drawn from onsite inquiry and documentary sources, are as follows: (1) employers in all three nations make similar criticisms of the schools, including lack of connection of school curricula with the world of work, the schools' preoccupation with academic study and credentials, inadequacy of basic skill training, and the consequent unpreparedness of school leavers for work; (2) their recommendations for change are also very similar--a more practical curriculum, greater appreciation of the world of work, and more efficient management of schools; (3) business/industry participation is organized in substantially different ways in each of the three countries--France's job education is the most school-based, Germany's is the most firm-based, while England has a mixed model; and (4) business/industry continues to have an important if not dominant role in vocational training. There is no indication that any method of financing, whether public or business/industry, affects the involvement of business/industry in vocational education. (Author/KC)

ED 280 975 CE 046 768

Neave, Guy
Policy and Response: Changing Perceptions and Priorities in the Vocational Training Policy of the E.E.C. Commission.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 19p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Planning; Educational Change; *Educational Development; Educational Planning; *Educational Policy; *Educational Research; Financial Support; *International Cooperation; *Organizational Objectives; Policy Formation; Program Content; Program Development; Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- *European Communities Commission
In 1984 the Commission of the European Communities (EEC) disbursed some $1.437 billion in support of a range of retraining, relocation, and job creation measures intended to help youth. The EEC's policy toward vocationalization was first defined in 1963. In the 1970s the commission began to reassess its reason for existence, which led it to develop an expanded view of its spheres of interest and thus resulted in the establishment of the EEC's Community Education Action Program. Since 1977 the commission has been involved in an extensive international collaborative research effort on the education and training needs of school leavers facing difficulty in obtaining employment, problems of poor motivation to study and work, compensatory action to increase educational opportunities for special needs groups, articulation between secondary and postsecondary vocational preparation, development of continuing guidance and counseling services, and improvement of pre- and inservice teacher education. The EEC has been devoting increasing attention to the problems of youth unemployment and integration of general, vocational, and work experience programs at the secondary and postsecondary levels. Emphasis on coordinate planning for vocationalization has been increasing, and the new approach has been based on the following major points: strengthening the general level of education during compulsory schooling, developing initial and complementary training grounded in a broad range of related occupations, identifying new options for lifelong continuing education, organizing such training on the basis of modular units, and reinforcing corresponding guidance and vocational training services to underpin the development of vocational training. (MN)

ED 280 989 CE 046 782

Kim, Young Mi
Implementing Pre-Vocational Studies in Venezuela.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 27p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; Educational Change; *Educational History; *Educational Philosophy; Education Work Relationship; Foreign Countries; Government Role; *Government School Relationship; *Outcomes of Education; *Prevocational Education; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Venezuela
This paper describes prevocational education in Venezuela on each educational level. First, it sets a historical context by identifying aspects of technical education that emerged at different times in its development; then it identifies certain strategies created to support the implementation of prevocationalization, and finally it concludes by providing a conceptualization of some current problems. Recurrent through the paper are the themes of shifts in policy and practice toward technical education and prevocational studies in Venezuela. These shifts have made it difficult to sustain any successful efforts in such curriculum areas. In addition, limited resources in economic and labor market terms have made it extremely difficult to implement any effective, consistent educational policy. (KC)

ED 281 003 CE 046 816

Schneider, Glen; And Others
Chapter 74 Vocational Education Programs in Massachusetts: Results from a Survey of 1983/84 Graduates and Their Employers. Final Report.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- 31 Mar 87
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employee Attitudes; Employer Attitudes; *Employment Level; *Graduate Surveys; Job Satisfaction; *Occupational Mobility; Persistence; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Surveys; *Vocational Education; *Vocational Followup; Wages
IDENTIFIERS- *Chapter 74 (Massachusetts); Massachusetts
A follow-up study of 1983/1984 graduates of Chapter 74 vocational education programs had two primary components. The graduate survey examined employment and education progress of vocational students at a point well after graduation. It measured graduates' labor force and wage status, employment stability and wage growth, and perceptions of training received. Over 1,200 graduates were interviewed by telephone. A mail survey of 440 employers who directly supervise vocational education graduates measured overall satisfaction with vocational graduates, measured employers' perception of graduates' academic and technical preparation, and compared graduates' and employers' perceptions along some related dimensions. Results indicated Massachusetts vocational high schools are highly successful in preparing their students for the labor force. The majority made a successful transition to the job market and earn competitive wages. Approximately 1 in 10 graduates was enrolled in a postsecondary program. Overall, both employers and graduates expressed positive opinions about vocational education. Findings suggested these issues of concern to vocational education administrators and policymakers: the comparative wage disadvantage of female graduates in the labor market, less positive ratings of academic preparation than of technical training by employers and students, and some discrepancy between employers' and graduates' perceptions of work habits and work quality. (Appendixes include a technical analysis of wage variation, sample selection and data collection methodology, and instruments.) (YLB)

ED 281 086 CG 019 819

Bryant, Fred B.; And Others
The Role of Reminiscence in Everyday Life.
PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Cognitive Style; *College Students; Higher Education; *Imagery; Personality Traits; Self Evaluation (Individuals); *Sex Differences; *Well Being
IDENTIFIERS- *Relaxation; *Reminiscence
Although the role of reminiscence in subjective adjustment has been studied among older adults, very little research has examined the functions of reminiscence in the everyday lives of younger people. A study was conducted to extend previous work on reminiscence in the elderly to younger populations by exploring the relationship between reminiscence and subjective well-being in college students (N=140). Subjects completed questionnaires containing dependent measures pertaining to reminiscence and subjective well-being. The questionnaire contained both open- and closed-ended questions. Responses to open-ended questions were coded for analysis. The results revealed that, consistent with previous research, frequency of reminiscence was directly related to reported levels of positive affect. Furthermore, students who used imagery or relaxation as a cognitive strategy to intensify reminiscence reported greater well-being than those who used behavioral re-enactment or who looked at memorabilia to intensify reminiscence. Women reported greater positive affect; reminisced more frequently than did men; and were more likely to use it to gain perspective and self-insight, whereas men were more likely to use it to escape from the present and feel good. Results support the notion that adaptive styles of reminiscence can promote well-being in everyday life.

(Author/NB)

ED 281 115 CG 019 849

Lilly, Diana M.; Borges, Marilyn A.
Marital, Parental, and Employment Expectations of Male and Female College Students.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; *Child Rearing; *Chronological Age; College Students; *Expectation; Higher Education; Life Satisfaction; *Marriage; Sex Differences; *Student Attitudes; Trend Analysis
Traditional sex roles are changing in the areas of work, marriage, and family. Two studies were conducted to examine college students' actual expectations toward their own careers, marriages, and parenthood. In the first study, 167 college students completed a questionnaire in which they judged their past and expected future life employment status, marital status, parental status, and

overall life satisfaction for eight age intervals that encompassed the lifespan. In the second study, 218 college students completed a questionnaire in which they indicated the exact age at which they expected to marry and have children, and their plans for employment while their own children were young. They also indicated at what age they thought these events should "best" happen. The results from the two studies suggest that the median age of marriage will continue to increase and that most respondents expect to delay marriage and parenthood. Both sexes reported expecting to marry and become parents at slightly later ages than the ages they indicated as being "best." There appeared to be a high degree of agreement between college males and females as to their expectations for the sexes' marital, parental, and career status. These expectations may have implications for the future birthrate, for childcare facilities, and for career practices. (NB)

ED 281 238 CS 210 470

McBride, Michael H.; And Others
Toward a Theory of Psychological Type Congruence for Advertisers.
PUB DATE- Aug 87
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987). Photographs in appended materials will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Analysis; Cognitive Processes; Cognitive Structures; Communication Research; Epistemology; Higher Education; *Mass Media Effects; Personality Traits; *Persuasive Discourse; *Reader Response; Recall (Psychology)
IDENTIFIERS- Jung (Carl G); *Personality Types; *Persuasive Strategies; Theory Development
Focusing on the impact of advertisers' persuasive selling messages on consumers, this paper discusses topics relating to the theory of psychological type congruence. Based on an examination of persuasion theory and relevant psychological concepts, including recent cognitive stability and personality and needs theory and the older concept of personality types espoused by Carl Jung, the paper proposes that researchers return to psychology and persuasion theory and study a simple categorization of the human cognitive process as a potential model for improving persuasion communication in advertising. In addition, it proposes a theory for combining cognitive stability approaches which features Jungian categorization as a cornerstone and notes that inherent in this approach is the need of the human mind for cognitive stability and the drive of the individual to categorize experiences. Finally, the paper discusses a two-phase pilot study designed to test the proposed theory of psychological congruence by investigating (1) whether the congruence of the type of an ad and the type of the product increase recall of the ad, and (2) whether the dominance of the congruent cue would increase recall of the ad. Although, as the paper notes, the sample was too small to demonstrate significance, results of the study indicated that the proposed theory worked in every case, which supported the theory's utility as a predictive model. (Five pages of references are included, and advertisements used in the study are appended.) (JD)

ED 281 251 CS 505 573

Thompson, Timothy N.
Courting the Buyer: The Relationship of Newspaper, Audience, and Advertisers.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Joint Meeting of the Central States Speech Association and the Southern Speech Communication Association (St. Louis, MO, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Audience Analysis; *Mass Media Effects; *Newspapers; Persuasive Discourse; Reader Response; *Reader Text Relationship; *Social Networks; Social Theories
IDENTIFIERS- *Audience Awareness; Burke (Kenneth); Communications Structure
By applying Kenneth Burke's concepts of Order, the Secret, and the Kill to the newspaper-audience-advertiser relationship, the narrow imagery that depicts that relationship only in economic terms can be counteracted. Burke's maps of hierarchy, mystery, and transcendence in human action allow the depiction of a complex meshing of patterns, increasing our understanding and appreciation of the news marketplace. Newspapers can be seen as the perfecting of The System and various subsystems in which the news and reader identify, such as national, state, and local systems or the economic and ecological systems. The mounting of hierarchies and the phasing from unknowns to knowns in the mystery process are forms of transcendence. Victimage and the cult of the Kill are keys for understanding transcendence as "rising above." Newspapers

provide the reader with a fresh sense of transcendence through self-comparison with the negatives and evils of society, and thus serve a redemptive function. In a culture fixated with quantities, the newspaper can be seen as a "perfection measurement" report. The perfecting of athletics, for example, draws a heavy readership, mostly due to the rhetorical appeal of the "climb to the top" in each sporting hierarchy--the "mounting impulse" in which the readers can vicariously participate. The newspapers court readers with secrets to be made sense of ("Who will win the contest?" "Why did the killer do it?"), establishing the realm of questions--the mystery--to which they will provide the answers. Burke's concepts are "shorthand terms" for how people mesh their patterns of experience, explanations for why and how people join in communicative structures. (Fifteen references are appended.) (NKA)

ED 281 318 EA 019 396

Valentine, Jerry W.
Performance/Outcome Based Principal Evaluation: A Summary of Procedural Considerations.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Middle School Association (Atlanta, GA, October 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; *Administrator Role; *Assistant Principals; Behavioral Objectives; Decision Making; Elementary Secondary Education; Evaluation Criteria; Feedback; Inservice Education; Instructional Leadership; Organizational Objectives; Performance; *Principals; *Skill Development
IDENTIFIERS- *Performance Based Evaluation
Performance evaluation is designed to assist principals in better accomplishing their leadership role. Performance/Outcome Based Principal Evaluation (PBPE) is defined as "a process for the professional development of principals through the identification of job-related expectations, documentation of skills regarding those expectations, feedback regarding skill level, opportunity to improve skill, and job-related decision making." The first two phases of the evaluation, developmental and preparatory, involve the construction of an evaluation committee and the training of the evaluators on that committee, respectively. The formative phase outlines the two-dimensional approach to evaluation: (1) procedures for assessing and improving specific skills (criteria) and (2) procedures for improving the ability to provide direction for the school (goals). Associated with effective implementation are these considerations: (1) the onsite observations of the principal by an evaluator, (2) the postobservation conference between principal and evaluator, (3) the professional development plan developed by the principal and the evaluator, (4) the goal statement representing a direction for the school, and (5) the improvement of evaluative skills. Included in the paper is a figure representing the PBPE procedural outline. (WTH)

ED 281 057 CE 047 031

Simonite, Vanessa
Literacy & Numeracy. Evidence from the National Child Development Study.
National Children's Bureau, London (England).
SPONS. AGENCY- Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-31-9
PUB DATE- May 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Developed Nations; Foreign Countries; *Illiteracy; Literacy Education; *Longitudinal Studies; National Surveys; *Young Adults
IDENTIFIERS- *Numeracy; *United Kingdom

In 1981, some 12,500 British 23-year-olds were interviewed in a survey carried out by the National Children's Bureau as part of an ongoing longitudinal study. A small part of each interview dealt with the respondent's experience of literacy and numeracy problems. Results demonstrated that a substantial number of the young adults had experienced problems relating to basic skills since leaving school. Ten percent reported literacy problems since leaving school; five percent reported numeracy problems. One-fifth of those with problems said that lack of basic skills had actually prevented them from achieving some goal during the period covered by the survey. (The questions that were asked are appended.) (YLB)

ED 281 130 CG 019 864

Bartell, Patricia A.; And Others
Reinforcing Functions of Androgyny: Partial Reinforcement.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; College Students; Females; Higher Education; *Interpersonal Attraction; *Males; Operant Conditioning; Reinforcement; Rewards; *Sex Role; Social Reinforcement; *Student Attitudes
IDENTIFIERS- *Masculinity; *Partial Reinforcement
Given research findings that women have a strong tendency to describe the ideal man as androgynous, perhaps social interaction with an androgynous male could be seen as a social reward, whereas interaction with a masculine male may be less rewarding or aversive for women. A study was conducted to determine the functional properties of androgyny as a reinforcer of a behavioral response in a procedure analogous to instrumental conditioning. Ten situations were presented as items for discussion. Two prerecorded comments were constructed for each situation, one conveying stereotypic masculine responses and one conveying androgynous responses. Female college students (N=44) listened to the masculine speaker and pressed a switch to hear the androgynous speaker. In the continuous reinforcement condition, the androgynous speaker addressed all 10 situations. In the partial reinforcement condition, although subjects performed the instrumental response each time, the androgynous speaker only addressed five situations. Following completion of trials, subjects answered a post-conversation questionnaire. The results revealed that all subjects acquired the instrumental response and that performance among subjects in the partial reinforcement group was impaired relative to subjects in the continuous reinforcement group. The androgynous male was judged to be more likeable, intelligent, and moral than his masculine counterpart. (NB)

ED 281 184 CS 008 798

Scha, R. J. H.; And Others
Discourse Understanding. Technical Report No. 391.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 86
NOTE- 58p.
CONTRACT- 400-81-0030
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Artificial Intelligence; Comprehension; Computer Software; Context Clues; *Discourse Analysis; Pragmatics; Reading Comprehension; Reading Research; Semantics; *Sentences; Speech Acts; Speech Communication
IDENTIFIERS- *Communications Research; Discourse Organization; Natural Language; *Natural Language Processing; Text Factors; Text Structure

Artificial intelligence research on natural language understanding is discussed in this report using the notions that (1) natural language understanding systems must "see" sentences as elements whose significance resides in the contribution they make to the larger whole, and (2) a natural language understanding computer system must interpret each sentence with respect to both the linguistic context established by preceding sentences and the real-world setting. The first section provides an introduction to the term "discourse understanding" and to research on natural language understanding systems. The second section discusses modeling discourse structure, recent directions in this area (including discourse coherence, discourse structure and pronoun resolution, and context space theory), and the discourse structures theory, particularly the dynamic discourse model. Focusing on the meanings of the text, the third section considers truth conditions for sentence and text, consequences for logical formalisms, discourse anaphora, background knowledge and plausible inference, and summarizing stories. The fourth section addresses plan recognition, including speech acts, speech events, dialogue systems, and pragmatic perspective on discourse. The final section discusses modes of natural language. (Eight pages of references are included.) (JD)

ED 281 211 CS 210 431

Batey, Anne; Ricketts, Dick
Word Processors and Writing Activities for the Elementary Grades. A MicroSIFT Quarterly Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 12p.; For a companion report, see CS 210 430.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Computer Software Reviews; Courseware; Elementary Education; *Learning Activities; Program Evaluation; Spelling Instruction; *Word Processing; *Writing Exercises; *Writing Instruction

Intended to help educators choose the most appropriate word processing products for elementary school writing instruction, this report provides information about 12 word processor software products and 13 writing activity products. These products and the writing activities they use are as follows: (1) Bank Street Writer III (Activity Files, volumes 1 and 2); (2) Bard's "Pro-Am" Writing System; (3) FrEdWriter (FrEdWriter Lessons); (4) HomeWord Plus; (5) LogoWriter; (6) Magic Slate (I Can Write! Be a Writer! and Write with Me!); (7) MasterType's Writer; (8) MECC Writer (Ghost Writer, MECC Speller, and MECC Write Start); (9) Milliken Word Processor (Prewriting, Postwriting, and Activity Files); (10) SchoolWriter; (11) Snoopy Writer; and (12) The Writer's Assistant (Interactive Writing Tools). The report provides information about features to look for when buying word processors, explanations of the evaluation process used in choosing the listed products, tables of comparative data (including price and feature information), recommendations pertaining to each word processor, and addresses and phone numbers for each processor's manufacturer. (FL)

ED 281 265 CS 505 611

Drake, Harold L.
Science Fiction and General Semantics as Interdisciplinary/Cross-Cultural Teaching Aids.
PUB DATE- 21 Jun 87
NOTE- 22p.; Paper presented at the Annual Convention of the Communication Association of Japan (17th, Tokyo, Japan, June 21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Educational Theories; Foreign Countries; Higher Education; Interdisciplinary Approach; Popular Culture; *Science Fiction; Second Language Learning; *Semantics; *Speech Communication; Teaching Methods; *Teaching Models

IDENTIFIERS- Japan; *Korzybski (Alfred)
General semantics and science fiction are disciplines that can be incorporated in lectures for public speaking and other speech communication classes. Alfred Korzybski's theories of general semantics lend themselves to researching, preparing, delivering interpersonal communication messages, and establishing student interest in foreign languages, as well as to such disparate fields as teaching, dentistry, and fiction writing. The basic instructional model "sf + gs = K" (science fiction + general semantics = Knowledge) can be useful for interdisciplinary and intercultural curricula, and the addition of an "x" factor to the basic formula would represent an added academic discipline or off-campus condition (sf + gs + x = K). Science fiction authors such as A.E. Van Vogt, Robert Heinlein, Frank Herbert, and Aldous Huxley have been influenced by Korzybski's theories, and their novels represent a popularization of general semantics. Teachers could introduce a unit on science fiction with a lecture on general semantics, referring to the works of Van Vogt or Heinlein. In a Japanese classroom setting, students could assess a single Japanese author's stories relative to the fantastic as a source of national inspiration, for example, or to national introspection relative to the here and now. Foreign language studies might be enhanced by having students read science fiction both in their native language and in the language they are learning. Korzybski maintained that his theories were applicable in different contexts of human communication, and the addition of the basic formula of sf + gs + x = K shows the applicability of general semantics to various academic disciplines. (Thirty-five footnotes are appended.) (NKA)

ED 281 278 EA 019 301

Duffy, Francis M.
Helping Teachers to Learn and Unlearn through Diagnostic Supervision.
PUB DATE- 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; Learning; Teacher Improvement; *Teacher Supervision; Theories
IDENTIFIERS- *Diagnostic Supervision

At the heart of the instructional supervisor's role is helping teachers learn and unlearn attitudes, concepts, and skills relevant to their jobs. Among the principles the supervisor must understand to provide this help are those relating to motivation, learning readiness, the learning climate, levels of aspiration, and reinforcement. Diagnostic supervision serves as a framework for facilitating teachers' learning and unlearning. Diagnostic supervision responds to individual needs, interest, and abilities in the context of institutional and community goals and priorities. The process has three phases: (1) recognizing needs, stating problems, and agreeing on objectives; (2) assessing attitudes, concepts, and skills; and (3) selecting or designing strategies. Diagnostic supervision is a useful concept for guiding supervisory practice, but can only be used effectively in a district that is ready for it. A districtwide program of supervision would account for the following components: (1) local, regional, and national expectations; (2) critical supervisory functions; (3) organizational structures; (4) multilevel planning; (5) specific supervisory strategies; (6) supervisory staff development; (7) analysis and evaluation of supervisory practice; and (8) the objectives of supervision. (PGD)

ED 281 292 EA 019 356

Grice, Michael
Project Return: 1985-1986. Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Oct 86
NOTE- 39p.; Portions of appendices may reproduce poorly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; Attendance Patterns; Compliance (Legal); *Dropout Prevention; Dropout Rate; *Dropout Research; Dropouts; Educational Improvement; Elementary Secondary Education; *Formative Evaluation; Parent School Relationship; *Program Development; *Program Effectiveness; Research Utilization; School Holding Power; State Legislation; Student Needs; Student School Relationship; Truancy
IDENTIFIERS- *Portland School District OR

This evaluation report of an attendance project in Portland, Oregon, public schools describes goals, methods, and results for 1985-86. The introduction states objectives of identifying, contacting, and counseling students leaving school or attending irregularly, with the purpose of guiding them into school or alternative educational programs. A methodology section outlines data gathering, which involved collecting individual student information and responses of staff. Evaluation processes were designed to learn the following: how truant students are identified, school officials' perceptions of the project, and project influence on students' return. Findings are summarized in a project description, best and worst case scenarios, and placement and data analysis. Tables list referrals by grade and month, distribution by grade, grade and age, geographic region, ethnic group, sex, and reenrollment. Reenrollment rates and problems are discussed, including space and staff limitations. Conclusions report that the project's success was jeopardized by difficult home situations even when families were interested in cooperating, and also by ineffective legal enforcement. Recommendations include the following: (1) determination of adequate staff for projected cases, (2) revision of student data methods, and (3) reappraisal of the high school focus to include middle school dropout problems. Appendices provide Oregon Revised Statutes defining truancy and parental responsibilities, as well as copies of news and periodical articles. (CJH)

ED 280 948 CE 046 654

Stremlow, Mary V.
A History of the Women Marines, 1946-1977.
Marine Corps, Washington, D.C.
PUB DATE- 86
NOTE- 255p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; Adults; *Armed Forces; Enlisted Personnel; *Females; *Military Personnel; *Military Service; Military Training; Officer Personnel
IDENTIFIERS- *Marine Corps

This monograph recounts the events that brought about the change from women as Marine Reservists only to the integration of women into the Marine Corps. Chapters 1-8 trace the status of women in the Marines beginning with demobilization plans for the Women's Reserve following World War II. They discuss the Women's Armed Forces Legislation; integration of women into the regular Marine Corps; the Reserve and regular corps women in the Korean War; utilization and numbers from 1951 to 1963, from 1964 to 1972, and from 1973 to 1977; and the Reserves after Korea. Chapter 9 describes recruit training; the focus of chapter 10 is officer training. Chapter 11, on administration of women, considers supervision and guidance of women Marines, the daily routine, and discipline. Promotions are discussed in chapter 12. Chapter 13 considers marriage, motherhood, and dependent husbands. Chapter 14 describes uniforms. Focuses of chapter 15 are laurels (decorations) and traditions. Chapters 16 and 17 offer brief biographies of the Sergeants Major of Women Marines and the Directors of Women Marines. Appendixes include listings of women Marines' strength (1948-1977), eligible occupational fields, and units (1946-1977). (YLB)

ED 280 990 CE 046 785

Reimund, Donn A.; And Others
Large-Scale Farms in Perspective. Agriculture Information Bulletin No. 505.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Feb 87
NOTE- 23p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agricultural Production; *Agricultural Trends; Agriculture; *Economic Change; *Economics; Efficiency; Farmers; Farm Labor; Farm Management; Trend Analysis
IDENTIFIERS- *Farms; *United States
The number of large-scale farms (farms with annual sales of $500,000 or more) increased from 11,400 in 1974 to 27,800 in 1982. Although only 1.2 percent of all U.S. farms, these farms controlled more than 10 percent of the land in farms in 1982 and accounted for nearly 33 percent of the total value of farm production. This report, using unpublished 1982 census data, examines recent trends in the number of large-scale farms, the proportion of total farmland under their control, and their contribution of total output. The report also discusses the origin of large-scale farms and their future role in U.S. agriculture. Some of the findings in the report are the following: (1) the highest growth rates for large-scale farms were in the East North Central region, the East South Central region, and the West North Central region; (2) the Pacific region had 30 percent of all farms with sales of $5 million or more; (3) large-scale farms have a higher than average value of output per acre and per dollar of investment; (4) the largest farms are predominantly cattle feedlots, poultry operations, and vegetable farms, while smaller large-scale farms are mostly cattle ranches, cash-grain farms, and dairy farms; (5) the majority of large-scale farm operators are part owners, but 40 percent of the owners operate as sole proprietors and 37 percent as corporations (mostly family corporations). (The report contains numerous tables and graphs.) (Author/KC)

ED 281 017 CE 046 867

Rosenfeld, Stuart A., Ed.

Technology, the Economy, and Vocational Education.
Carnegie Forum on Education and the Economy, Washington, DC.
PUB DATE- Nov 86
NOTE- 114p.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; Agricultural Education; Conference Proceedings; Delivery Systems; *Economic Change; *Educational Change; Equal Education; High Schools; Job Skills; Minority Groups; Secondary Education; *Teacher Education; Teacher Supply and Demand; *Technological Advancement; *Vocational Education; *Vocational Education Teachers

Papers, panels, and commentaries (responses) are provided from a conference attended by traditional educators, vocational educators, and economists to discuss the impact of technology on vocational education in the high school and suggest appropriate responses. The introduction is by Stuart Rosenfeld. The first three papers address the theme of the impacts of technology on the economy: "Changes and Choices: A Review of Technology's Impact on Vocational Education in the High School" (Stuart Rosenfeld), "New Skills for the Changing Economy" (Ray Marshall), and "The New Economy: Hope versus Realities" (Stephen Roach). The next two papers focus on new conceptions of vocational education. They are "Facing an International Economy: The Need for Structural Change in Education" (Marc Tucker) and "A View from Industry: Challenges for Worker Training" (Harry LeColst). Two commentaries are by Jay Robinson and Addison Hobbs. The next three presentations on the nature of the vocational education system itself are "Rethinking the Delivery of Vocational Educational Programs in Secondary Schools" (E. Gareth Hoachlander), "Equity and Vocational Education" (Carol Gibson), and "Linking Theory and Practice: Innovation in the Structure of Secondary Education" (David Mandel). J. Barry Ballard and Ann Bardwell provide commentaries. Two papers focus on the vocational education teaching profession, supply and demand, and preparation. They are "The Education of High School Vocational Educators" (Willis Hawley) and "Vocational Agriculture Teacher Preparation" (Jasper Lee). Commentaries by Sara Shelton and Joe Nathan are presented next. Neal Peirce summarizes the proceedings. (YLB)

ED 281 030 CE 046 884

Spence, Mary Catherine
Job Search for Non-Readers. Training Procedures. Special Demonstration 310 Project.

Centre County Vocational-Technical School, Pleasant Gap, PA. CIU 10 Bi-County Development Center for Adults.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 33p.; For related documents, see CE 046 885-886.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; *Illiteracy; *Job Search Methods; Program Development; Program Evaluation; Records (Forms); Student Recruitment; Teacher Recruitment; *Tutoring; Volunteers; *Volunteer Training; *Workshops
IDENTIFIERS- 310 Project
This manual outlines the procedures for recruiting, preparing, scheduling, presenting, and evaluating a workshop for tutors participating in a program to help nonreaders develop job search skills. The following topics are discussed: an overview of the program; recruitment of tutors; recruitment of students; preparation for the workshop (space and materials); the workshop schedule; the workshop presenter; the presentation topics (Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? and conclusion); and followup and support. Appendixes include a job search interest survey, a program description, publicity materials describing the project, a project newsletter, job search interest survey results, an expense worksheet, and a list of agencies providing job search assistance in Pennsylvania. (MN)

ED 281 044 CE 046 983

Balint, Marilyn
The Effects upon Advanced Placement Licensed Vocational Nursing Students When Integrated with Generic Students in the Second Year of a Registered Nursing Program.
PUB DATE- Oct 86
NOTE- 39p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; *College Programs; Course Organization; Higher Education; Nurses; *Nursing Education; *Outcomes of Education; *Program Effectiveness; Teaching Methods
IDENTIFIERS- *Long Beach City College CA
A study was conducted to evaluate the effect of integrating advanced placement licensed vocational nursing (APLVN) students with generic students in the second year of the registered nursing program at Long Beach City College. It was hypothesized that the academic achievement of the APLVN students who were taught as a separate group for the first semester of the second year of the nursing program would be higher than that of the APLVN students who were immediately integrated with the generic students. The sample was drawn from a population that included all of the licensed vocational nurses who were given advanced placement into the first course of the second year of the registered nursing program at Long Beach City College in 1983 and 1984. The sample consisted of 17 matched pairs from the 1983 and 1984 years. The matched pair t-test was used to determine if the group that was taught separately did significantly better on the theory examinations for the first four courses than the group that was integrated with the generic students. The t-test revealed that there was no significant difference at the .05 level in the two groups and the null hypothesis was accepted. It was recommended that the practice of integrating advanced placement licensed vocational nursing students with generic students from the beginning of the second year of the registered nursing program be continued. Recommendations for further research were also made. (Author/KC)

ED 281 073 CG 019 806

Catastrophic Health Insurance: The Tennessee Perspective. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session (Chattanooga, Tennessee).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-No-99-566
PUB DATE- 27 Mar 86
NOTE- 55p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); *Diseases; *Financial Problems; *Health Insurance; *Health Needs; Hearings; Older Adults
IDENTIFIERS- *Catastrophic Insurance; Congress 99th; *Tennessee
This document contains witnesses' testimonies and prepared statements from the Congressional hearing held in Chattanooga, Tennessee to gain that state's perspective on catastrophic health insurance. Opening statements are included from Representatives Marilyn Lloyd and Claude Pepper. Two panels of witnesses provide testimony. The first panel, consisting of victims of catastrophic illness, includes Nancy Broyles, wife of an Alzheimer's Disease victim; Bobbie Wadel, a nurse representing Mary Liddell, breast cancer patient; and Ola Pope, wife of a stroke victim. These witnesses describe their personal experiences with catastrophic illnesses and the need for catastrophic health insurance. The second panel, caregivers, includes: (1) Doke Cage, administrator, Hamilton County Nursing Home; (2) Bob Loflin, senior vice president, Tennessee Hospital Association; (3) Peggy Meier, director, Anderson County Office of Aging; (4) Rebecca Worley, registered nurse, Superior Home Health Care, Inc.; and (5) Betty Leake, exdirector, Home Visiting Nursing Services of Knoxville, Tennessee. Additional material submitted for the record is appended. (NB)

ED 281 101 CG 019 835

Lima, Bruno R.; Pai, Shaila

Concurrent Medical and Psychiatric Disorders among Schizophrenic and Neurotic Outpatients.

PUB DATE- Sep 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Community Health Services; *Mental Health Clinics; *Neurosis; *Physical Health; Psychiatric Services; *Schizophrenia

Although the occurrence of medical illnesses in psychiatric patients is quite high, medical illnesses manifested by psychiatric symptoms are often overlooked. The higher mortality rates among psychiatric patients when compared to the general population may be a reflection of neglect or inadequate treatment of the psychiatric patients' medical problems. Since visits by psychiatric patients to community mental health centers (CMHCs) are usually more frequent than their visits to medical clinics, it becomes a responsibility of CMHCs to monitor their patients' physical problems and to develop effective community treatment plans. To further examine this issue, all active cases of schizophrenia (N=358) and neurosis (N=69) under care at the Johns Hopkins Hospital CMHC were reviewed. Patients' physical problems recorded on their admissions charts over the past 15 years were analyzed and operationally divided into major and minor physical diagnosis. The results revealed a significant difference between groups with respect to reported physical problems, as 38% of schizophrenics and 53% of neurotics had a physical problem recorded on their admission forms. Although a significantly higher proportion of neurotic patients reported physical problems, when problems were categorized by severity, the physical diagnoses reported by schizophrenics were significantly higher in the major category. For schizophrenic patients, issues such as coordination of care, drug interactions, medicinal side effects, and patient compliance must be considered carefully. (NB)

ED 281 144 CS 008 742

Schunk, Dale H.; Rice, Jo Mary
Strategy Value Information and Children's Reading Comprehension.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; *Remedial Reading; Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- *Main Idea; *Strategy Training
A study conducted during a training program, in which students were learning to find main ideas, investigated how different kinds of strategy value information influenced children's reading comprehension. Subjects, 15 fourth-grade and 15 fifth-grade students who regularly received remedial reading comprehension instruction, were divided into three groups, who received (1) instructions to use a specific strategy and information on its benefits, (2) strategy effectiveness feedback linking their improved performances with their use of the strategy, and (3) both specific strategy information and strategy effectiveness feedback. A "self-efficacy" test was administered on a pretest/posttest basis to assess students' perceived capabilities for correctly answering different types of questions that tapped comprehension of main ideas. Results showed that the combined treatment enhanced self-efficacy and skill better than other conditions, which did not affect performance. These findings suggest that remedial readers may not benefit much from minimal information on how strategy use can improve performance. Rather, multiple sources of strategy value information may be necessary to enhance self-efficacy and comprehension skill. Results also suggest that the combined treatment engendered in children a sense of control over their comprehension performances and raised their self-efficacy. (A table of results and four pages of references are included.) (JD)

ED 281 158 CS 008 767

Kurth, Ruth J.; Kurth, Lila M.
The Use of Time in Formal Reading Instruction in Elementary Schools.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Oral Reading; Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; Silent Reading; *Teacher Behavior; Time Management; *Time on Task; Vocabulary Development
A study examined the use of time reserved for formal reading instruction in elementary schools. Subjects were 36 elementary classroom teachers--12 each from grades 1, 3, and 5--in 8 suburban schools. Specific reading instruction behaviors for each teacher were observed during two complete periods of the regularly scheduled reading classes. Teacher behaviors were identified as (1) comprehension instruction (four specific types were identified), (2) vocabulary instruction, (3) word recognition instruction, (4) teacher-directed oral reading, (5) teacher-directed silent reading, (6) teacher reading to students, and (7) noninstructional or transitional activities. The data were coded in seconds on an observational check list, and each time a new teacher behavior occurred, the time and type of activity were noted. A single summary table was compiled from the individual teacher data. Results showed that teachers generally spend about 25% of total reading instruction time teaching comprehension skills, 20% of the time teaching word recognition skills, 16% directing silent reading, and 13% directing oral reading. (Tables of results and a list of 14 references are included.) (AEW)

ED 281 171 CS 008 781

Carbo, Marie; And Others
Teaching Students to Read through Their Individual Learning Styles.

REPORT NO.- ISBN-0-8359-7517-7
PUB DATE- 86
NOTE- 307p.
AVAILABLE FROM- Prentice-Hall, Inc., Englewood Cliffs, NJ 07632 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Individual Differences; Learning Processes; Material Development; Multisensory Learning; Parent Role; Program Content; Programed Instruction; Program Effectiveness; *Reading Achievement; Reading Attitudes; Reading Diagnosis; *Reading Difficulties; Reading Failure; *Reading Instruction; Reading Material Selection; *Reading Programs; Reading Strategies; Special Education; Teacher Role; Teaching Methods; *Theory Practice Relationship

Designed to assist parents, classroom teachers, reading specialists, and special educators, this book describes effective reading programs that promote reading success and achievement for children at all reading levels. The 10 chapters of the book are as follows: (1) "Preventing Reading Failure and Increasing Reading Achievement through Learning Styles"; (2) "Reading Styles: Applying Learning Styles Concepts to the Teaching of Reading"; (3) "Matching Reading Methods and Individual Reading Styles: A Crucial New Concept in Reading Instruction"; (4) "How to Match Reading Methods to Individual Reading Styles"; (5) "Selecting and Adapting Reading Materials to Match Individual Reading Styles"; (6) "The Carbo Recorded Book Method: Matching Global/Visual Reading Styles"; (7) "Teaching Children to Read through Tactile and Kinesthetic Resources"; (8) "Teaching Children to Read through Programmed Learning Sequences (PLS)"; (9) "Teaching Children to Read through Contract Activity Packages (CAPs)"; and (10) "Teaching Children to Read through Multisensory Instructional Packages (MIPs)." Appendixes contain a learning style inventory, a reading style inventory, and a list of publishers and suppliers of commercial reading materials. The book concludes with extensive references and a bibliography. (FL)

ED 281 197 CS 210 402

Daniell, Beth
The Uses of Literacy Theory: The Great Leap and the Rhetoric of Retreat.
PUB DATE- Mar 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Communication (Thought Transfer); Educational History; Epistemology; *Literacy; *Oral Language; Psycholinguistics; *Rhetoric; Writing (Composition); *Written Language
IDENTIFIERS- *Great Leap Theory (Literacy)
During the late 1970s, English studies journals began to include various versions of, and proposals built upon, the Great Leap theory of literacy. Advocates of this theory claimed that literacy itself actually caused a "great leap" in human cognition and that the language of literate persons was essentially different from the language of oral people: oral people used coordination, which revealed their additive, holistic ways of thinking, whereas literate persons used subordination, an indicator of their analytic thought processes. Different theorists subscribed to different versions of the Great Leap theory, among them Walter Ong--one of the chief names associated with it--who assumed (1) that literacy-orality differences lay both in the physical world (i.e., sight and sound) and in the innate universal capacities and limits of the human mind; (2) that language was a transparent medium through which, if read properly, one could apprehend actual human thought processes; and (3) that both language and other human productions could be neutral. This perspective on literacy and the world view it embodied, reflected, and taught might have been part of the general retreat of American society from political and social questions raised during the 1960s. (AEW)

ED 281 225 CS 210 452

Picard, Robert G.
Circulation Practices and Pricing in Mid-Sized Dailies.
PUB DATE- Aug 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; Mass Media; Media Research; *Newspapers; Ownership
IDENTIFIERS- *Newspaper Circulation; *Pricing
A study analyzed circulation practices and pricing of mid-sized daily newspapers, seeking to draw together a comprehensive description of the circulation situation for those papers. Seventy-five circulation directors, randomly selected from newspapers with daily circulation between 25,000 and 100,000, completed mailed questionnaires requesting data on circulation size, distribution and collection practices, production costs, and wholesale and retail prices or fees paid for delivery, for a variety of subscription and single copy sales options. The average daily circulation of papers in this study was 45,318, and the average Sunday circulation was 64,381. Data analysis revealed: (1) that the most common delivery system was that of independent distributors, (2) that compensation paid to contractors/agents was higher than that paid to independent distributors, (3) that papers with contractors/agents for delivery appeared to make greater use of mail collection than papers using any other type of delivery, (4) that there were no apparent differences in variable costs for papers with different types of delivery and collection systems, (5) that there were no differences in retail prices for papers under different delivery and collection systems, (6) that chain ownership had some effects on circulation practices and pricing--Sunday papers cost more, and (7) that ownership had some effect on the type of delivery system--independently owned papers were more likely to use agency and employee delivery systems. (Tables of data and notes are included.) (NKA)

ED 280 963 CE 046 756

Nettle, Audrey
A High Tech Future.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 7p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; Educational Change; *Educational Needs; *Educational Trends; *Futures (of Society); Job Training; Secondary Education; *Technological Advancement; *Vocational Education

The new vocationalism in education could be said to be an effect of changes in the greater society--arriving after the changes have already happened. There has been a shift in the nature of the advanced capitalist countries, such as the United States. Giant companies have, through advances in communications technology, become able to control worldwide businesses through a single headquarters in a major city. Along with these developments, the western democracies have poured huge sums into military weaponry, which requires increasingly sophisticated technology. Relying on new technology, industries have abandoned the old factories of center cities and relocated in new facilities in the suburbs, leaving decaying city cores. This has been aggravated by a tendency for the headquarters of multinational firms to locate in big cities such as London and New York, close to expert financial centers and universities; cash flows to them, draining subsidiary companies in other locations. High-tech production needs a small (20 percent), highly qualified technical work force for research, development, management, and maintenance, and a much larger (80 percent), semiskilled or unskilled work force for production. The gulf in pay for these two classes of workers is widening. The 20 percent who are highly skilled and qualified are increasingly likely to be drawn from those who have had higher education, while other ways of training and getting relevant experience increasingly are being closed off. At the same time, education has been moving toward more job-oriented content, training students for jobs that will change rapidly. What is needed is an educational system that can give workers basic skills, flexibility, and ability to learn ever-changing job content. (KC)

ED 281 058 CE 047 033

Teaching Groups. A Basic Education Handbook.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-11-4
PUB DATE- Jan 82
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Foreign Countries; Group Discussion; Group Dynamics; *Group Instruction; Literacy Education; Reading Comprehension; Reading Skills; *Teacher Role; *Teaching Methods; Tutors; *Writing Instruction
IDENTIFIERS- Numeracy

Intended for practitioners involved in working with groups in basic education, this book provides some ideas on suitable approaches. An introduction addresses where group work takes place and why a group approach is used. A discussion of starting points covers first meetings, planning and preparing, and teaching aids. A description of a group session is intended to show an example of what can be done with a group. The next section offers ideas for group work, including using common interests, using common experiences, functional activities, developing a specific skill, and developing reading and comprehension skills. A section on talking and discussion in groups considers the tutor's role, especially in the side conversation, conflict, coping with silences, and questions. Two methods are then suggested for writing in groups: a group writing day and a problem page. An example is then presented that shows how a tutor could deal with a group that contains students of varying ages, background, and ability. Another example follows group work over several weeks. The final topic is managing the group and covers the group leader, dealing with new students, changing relationships, evaluation, the diary, and problems encountered by group tutors. (YLB)

ED 281 087 CG 019 820

Klich, Beatriz de M.; Miller, Mary Ball
Use of Hypnosis in Self-Esteem Building: Review and Model for Rehabilitation.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - General (140)
DESCRIPTORS- Attitude Change; *Coping; *Hypnosis; Patients; *Physical Disabilities; *Psychotherapy; *Rehabilitation Counseling; *Self Esteem; Stress Management; Stress Variables
Hypnotherapeutic approaches in helping physically disabled patients cope with stress and plan further goals during the rehabilitation period are discussed. Several techniques possible in a rehabilitation setting are presented, including integration of ego strengthening and self-esteem building. It is noted that, in rehabilitation, a major goal of hypnotherapy is to help patients restore or rebuild an adequate sense of identity and formulate worthwhile, realistic life style plans. Accomplishing this through encouraging the patient to take a realistic, positive view of his or her potential is explained. The final therapeutic outcome is presented as enhancement of the individual's self-worth through use of the authors' map for therapy in a rehabilitation setting. A theoretical framework underlying hypnotherapy during rehabilitation is presented. It is concluded that well-designed studies are needed to document the various aspects of treatment effectiveness and that advances in conceptualization of the hypnotic process and in evaluation methodology are essential. (Author/NB)

ED 281 306 EA 019 370

Carter, Mildred
A Model for Effective School Discipline. Fastback 250.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
SPONS. AGENCY- Phi Delta Kappa, Toledo, OH.
REPORT NO.- ISBN-0-87367-250-X
PUB DATE- 87
NOTE- 36p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Discipline; Elementary Secondary Education; Self Control; *Student Behavior; *Student Government; *Student Participation; Values Education
IDENTIFIERS- *Ohio (Oberlin)

According to an annual Gallup Poll, lack of discipline was the number one problem facing public schools between 1969 and 1985. Chief underlying causes are inadequate parenting, ineffective teacher training, poor school organization, and inadequate administrative leadership. This monograph dicusses the Prospect School (Oberlin, Ohio) model for effective discipline based on Wayson's self-discipline/good citizen concept and common characteristics of 500 well-disciplined schools in the United States and Canada. The project began with a staff-generated philosophy statement stressing school community responsibilities for providing superior education for all students. The program uses the student council concept to teach responsibility and self-discipline and to promote communitywide awareness of discipline problems. The council operates under a constitution loosely patterned after the United States Constitution. A student court rules on minor infractions such as fighting. The student council is regarded as part of Prospect School's overall education plan. The model features well-disciplined school characteristics such as (1) a shared sense of purpose for discipline training; (2) focus on individual students' needs; (3) purposeful, organized activities for learning self-discipline; and (4) personal responsibility for the program's success. Included are 14 references. (MLH)

ED 281 319 EA 019 397

Valentine, Jerry W.; Bowman, Michael L.
Audit of Principal Effectiveness: A User's Technical Manual. Designed and Tested for Principal Assessment in Elementary, Middle and Secondary Schools. Revised.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; Feedback; Instructional Leadership; *Occupational Tests; Organizational Climate; Organizational Development; Performance; *Principals; *Teacher Attitudes; Test Construction; Test Interpretation; Test Items; Test Manuals; Test Reliability
IDENTIFIERS- *Administrator Effectiveness; Performance Based Evaluation
This technical manual is presented to assist those using the Audit of Principal Effectiveness, an 80-statement evaluation instrument designed to determine teachers' perceptions of principals' effectiveness, allow principals to obtain feedback from teachers regarding strengths and weaknesses, and provide a useful tool for researchers studying school principals. Three "Domains" represent major areas of focus used in the development of the instrument; factors within each domain represent the research-based, conceptual issues that evolved during the analysis of items related to principal effectiveness. In the domain on "organizational development," factors include: (1) organizational direction, (2) organizational linkage, and (3) organizational procedures. The "organizational environment" factors include: (1) teacher relations, (2) student relations, (3) interactive processes, and (4) affective processes. Finally, in the domain on "educational reform," factors include instructional improvement and curriculum improvement. Statistical reliability for factors is indicated, and principles of administration for the instrument are given. Use of the instrument for feedback, professional development, and research are discussed; and information regarding interpretation of results, permission and cost for use, and a copy of the instrument complete with answer sheets are provided. (WTH)

ED 280 976 CE 046 769

O'Dell, Felicity
Recent Soviet Vocationalisation Policies.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 27p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Career Guidance; Developed Nations; Equal Education; Foreign Countries; Futures (of Society); Job Skills; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; *Vocational Education; Work Attitudes
IDENTIFIERS- *USSR
The Soviet Union is attempting to deal with the sometimes conflicting problems of efficient vocationalization and provision of equal opportunity. From the first class of general school, Soviet children have several "labor" lessons a week. Main components of these lessons are practical skills, socialization for work, and vocational guidance. Education of all students is virtually the same until a choice, after the eighth class, of staying on at the general secondary school or going to a secondary vocational trade school (SPTU). Five categories of problems relating to vocational education have been highlighted: workers without necessary skills, dissatisfaction with the moral aspect of labor training, differing standards of training, low prestige of particular types of work, and unsatisfactory vocational guidance. The recent reform has addressed itself to such problems as emphasis on up-to-date labor knowledge and skills, simplification of school structure, increased enrollment in SPTUs, and simplification of ministerial control. Some problems are being attacked by attaching secondary schools to a base enterprise--a factory or farm in its local area--that will share the responsibility for labor training. Future problems are automation, the bureaucracy, shortage of agricultural labor, and raising the prestige of vocational education. (YLB)

ED 281 004 CE 046 820

Belcher, Jacquelyn; Hutchison, Kae R.
Small Business Consortium: Research Project in Vocational Education. Final Report.
Bellevue Community Coll. Wash.
SPONS. AGENCY- Washington Research Coordinating Unit for Vocational Education, Olympia.; Washington State Commission for Vocational Education, Olympia.
PUB DATE- 29 Oct 86
NOTE- 83p.; Prepared jointly with the King County Small Business Consortium Planning Group.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consortia; *Cooperative Planning; *Cooperative Programs; Educational Cooperation; Educational Needs; Educational Planning; Institutional Cooperation; *School Business Relationship; Shared Resources and Services; *Small Businesses; Two Year Colleges; Vocational Schools

IDENTIFIERS- *Washington (King County)
Five community colleges and two vocational technical institutes located in King County, Washington, together with the Washington State Department of Employment Security, undertook a research project to (1) collect nationally available information on current research and successful practices in assistance to small businesses; (2) conduct a survey of local King County resources for small businesses; and (3) develop a pilot plan for working together to improve services to small business. Two consultants worked with the consortium and a 12-member business advisory board during a five-month period on these objectives. At project's end, consortium members had information on the reasons for small business failure; reviews of 28 model programs and in-depth reports on 3 of them; a survey of the educational programs offered for small businesses by all of the state-supported community colleges and vocational schools in the county; and reference manuals of local and state/national resources. Finally, the consultants recommended six goals toward which the consortium can work during the next two years. The consortium is planning a project that will include development of a joint core curriculum of intensive courses for small businesses, research to provide information for small businesses in the county, and forging links with other organizations serving small businesses. (Following an 11-page narrative, appendixes include information on the recruitment and services of consultants, an annotated bibliography on small business training needs and causes of failure, a survey of model training programs, a summary of institutional offerings for small businesses, and the consortium mission statement and membership.) (KC)

ED 281 116 CG 019 850

McCann, Joseph T.; Suess, James F.
Clinical Applications of the MCMI: The 1-2-3-8 Codetype.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Clinical Diagnosis; Depression (Psychology); *Patients; *Personality Assessment; *Personality Measures; Personality Problems; *Psychiatric Services; Suicide
IDENTIFIERS- *Millon Clinical Multiaxial Inventory
A recent development in the field of personality assessment has been increasing interest in the use of the Millon Clinical Multiaxial Inventory (MCMI) in clinical settings. The MCMI Scales 1 (Schizoid), 2 (Avoidant), 3 (Dependent), and 8 (Passive-Aggressive) appear to be a possible measure of initial stress in certain psychiatric inpatients. To examine the prevalence of the 1-2-3-8 codetype profile pattern among psychiatric inpatients, the MCMI profiles for 131 psychiatric inpatients were subjected to analysis. Thirty-five of the 131 subjects had profiles in which scales 1,2,3, and 8 were the four highest scales. Analysis of the diagnoses and clinical records of these patients suggest that this profile reflects an affect/mood disturbance with prominent depressive features and suicidal ideation/attempt prior to admission. This investigation serves mainly as a stimulus for research questions that should be addressed in order to increase the range of clinical applications of the MCMI and the body of empirical literature that can support the utility of this assessment device. (NB)

ED 281 131 CG 019 865

Etaugh, Claire; Gilomen, Gina
Demographic Predictors of College Students' Attitudes toward Working Mothers.
PUB DATE- Aug 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Demography; *Employed Parents; Higher Education; *Mothers; *Predictor Variables; Racial Differences; Religious Differences; Sex Differences; *Student Attitudes; Work Attitudes

Although mothers have been entering the labor force in increasing numbers, little is known about the characteristics of those who hold varying attitudes toward maternal employment. A study was conducted to identify demographic predictors of attitudes toward working mothers. The Attitudes Toward Working Mothers Scale and a biographical questionnaire were administered to 96 male and 96 female college students. The results revealed that significantly more positive attitudes toward maternal employment were held by subjects with presently employed mothers, subjects whose mothers had worked longest, white subjects, less religious subjects, and subjects who had a child. Being Jewish and female also was marginally related to holding more positive attitudes. These findings suggest that certain demographic variables, including mother's employment history, are important predictors of college students' attitudes toward working mothers. (Author/NB)

ED 281 212 CS 210 433

Nugent, Susan Monroe, Ed.
Synthesize, Synthesize, Synthesize.
New England Association of Teachers of English.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Interdisciplinary Approach; Secondary Education; *Synthesis; *Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Skills
Focusing on synthesis--the ability to recognize and create new ideas that subsume and relate to others--as one of the most sophisticated skills writers can attain, the articles in this journal present many ideas for teaching synthesis and a number of classroom approaches that combine the study of English with other fields. The following titles and authors are included: (1) "Cognitive Development through Synthesis" (S. L. Dean); (2) "On the Value of Secondary Sources as Teaching Materials" (M. B. Mandel); (3) "Sit-Com in the Classroom" (T. Capossela); (4) "Beginning at the Beginning: Synthesis and the Research Paper" (B. Allison); (5) "'Today in English We Studied French...': Using Literature to Bridge the Liberal Arts" (J. F. Bonfiglio); (6) "A Review of Teaching Environmental Literature: Materials, Methods, Resources" (K. W. Lampert); (7) "An Old Way of Thinking New or Synthesis in an Age of Specialization" (T. Dunn); and (8) "Robert Frost and the Teaching of Summary, Synthesis, Critical Analysis, and Research" (R. D. Keller). (JD)

ED 281 239 CS 210 473

Salwen, Michael B.
Credibility of a Newspaper Health Story: The Influence of Source and Source Intent.
PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Credibility; Health Materials; Higher Education; *Information Sources; *Mass Media Effects; Media Research; Newspapers; Persuasive Discourse; *Reader Response; Rhetorical Criticism; *Trust (Psychology)
IDENTIFIERS- *News Sources
To discover the components of a trustworthy source, a study evaluated the credibility of health-related news stories. Subjects, 192 college undergraduates, read one of four random versions of a one-page newspaper story about aspirin's ability to ward off heart attacks. They were told that the sources for the articles were: a medical journal (high expertise and trustworthiness), a popular magazine (low expertise, high trustworthiness), and a pharmaceutical company (high expertise, with two versions of varying trustworthiness, claiming aspirin either did or did not lower the risk of heart attacks). Subjects then completed a questionnaire measuring the credibility of the source. Analysis found both expertise and trustworthiness to be valid components of credibility, but that thoroughness, objectivity, and clarity are also factors. Readers were found to judge the medical journal the most thorough and trustworthy source; however, contrary to expectations, the popular magazine was judged no more trustworthy than the aspirin manufacturer. Findings also indicated that the subjects judged the neutral stance of the journal and magazine to be highly credible, while the pharmaceutical company was distrusted regardless of whether it claimed aspirin prevented heart attacks or not. (References and tables of data are appended.) (SKC)

ED 281 252 CS 505 581

Fieweger, Margaret A.
Interpersonal Communication Instruction in the Non-Traditional Context: Teaching Communication Strategies in a Hospice Setting.
PUB DATE- Feb 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Death; Family Counseling; Family Problems; Health Personnel; *Home Health Aides; Home Programs; *Hospices (Terminal Care); *Interpersonal Communication; Medical Services; Social Services; *Training Methods
IDENTIFIERS- *Hospice Care; *Terminal Illness
While many health care delivery systems are criticized for the dehumanizing way they treat patients, hospice care presents a refreshing alternative to health care for the terminally ill. Patients appropriate for hospice care are those with six months or less to live. Interpersonal communication education is an important component of hospice care training programs; before staff members or volunteers may work with hospice families, they must complete 30 hours of supervised training in various aspects of the communication process. A high degree of uncertainty is present in the situation for both the family and team members, but most research indicates that the optimum situation for dying persons and their families occurs when the impending death is faced openly--the "open awareness" context allows persons to review and make sense out of their relationships, to handle the business aspects of dying as a team--putting wills and financial affairs in order--and to share grief with the persons who are best able to understand it. Hospice workers receive extensive training in the following interpersonal communication skills: (1) owning feelings, (2) accepting feelings, (3) sharing feelings when appropriate, (4) active listening to content and relational messages, (5) responding to content and relational messages, and (6) some conflict resolution strategies. They are taught how to describe the family system and how to intervene to provide more satisfying communication exchanges. (A short bibliography is included.) (NKA)

ED 281 266 CS 505 620

Theater Arts: A Thematic Approach to Integrating the Communication Arts. High School PREP Program Resource Guide .
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-628-8
PUB DATE- 85
NOTE- 130p.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 617, Brooklyn, NY 11201 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; *Curriculum Enrichment; Drama; *English Curriculum; *English Instruction; Grade 9; *Instructional Innovation; Integrated Curriculum; Junior High Schools; Literary Genres; *Literature Appreciation; Oral Interpretation; Readers Theater; Teaching Methods; *Theater Arts; Thematic Approach
IDENTIFIERS- New York City Board of Education

Using a theater arts thematic approach to demonstrate ways listening, speaking, and writing activities can be built around the study of works of literature, this guide presents activities and sample lessons to help students develop an awareness of the interrelationships between performance and the language arts. Following an introduction, the first section offers strategies for helping ensure students' mastery in constructing and restructuring the meaning of what they have read. Included in the methods of instruction are strategies to help students think before, after, and about reading. The next section outlines a sequence for directed instruction in reading, and subsequent sections describe the program objectives and ways for teachers of students with special needs to modify the lessons in the manual. These are followed by a section of sample aims and performance objectives, and a checklist and guidelines for classroom critics. The bulk of the guide consists of sample lesson plans for the following: (1) preparatory activities, (2) unit based on a play, (3) mythology unit, (4) short story unit, and (5) unit based on a novel. The manual concludes with two appendixes, one providing definitions of readers theater and the other an annotated bibliography of sources on oral interpretation and readers theater. (AEW)

ED 281 279 EA 019 302

Byron, William J.
Needed: A New Educational Partnership between Government and Families.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (New Orleans, LA, April 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Cooperation; Educational Attitudes; Educational Finance; Elementary Secondary Education; *Family Role; *Government Role; Government School Relationship; Higher Education; Parent Role; Private School Aid; Public Policy; Public Support; *School Support
IDENTIFIERS- *Government Family Partnership
Catholic schools serve both religious and national interests, and should be supported by the government as well as by the church and tuition-paying parents. To improve government support, government-aided financing plans and improved public attitudes toward education must become a matter of major public policy. Among the financing options that have been suggested are (1) educational savings accounts; (2) the release of IRAs for dependents' education; (3) education vouchers; (4) tuition tax credits; (5) teacher tax credits to encourage teachers to remain in the profession; (6) family credits for families in which one spouse stays home to support the educational activity of children; (7) improved student financial aid; and (8) double tax deductibility for gifts to private schools. An effective partnership between government and families would require each party to acknowledge the importance of the other and to try to influence the other positively for education. Data about school effectiveness, including that of private schools, should be made readily available. Information about education in countries like the Soviet Union and Japan should also be examined for clues to effective parent-government partnership. (PGD)

ED 280 949 CE 046 664

Retirement Forecasting. Technical Descriptions of Cost, Decision and Income Models. Volume 2. Report to the Chairman, Subcommittee on Social Security and Income Maintenance Programs, Committee on Finance, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/PEMD-87-6B
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LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Decision Making; Federal Programs; *Income; *Mathematical Models; Older Adults; *Predictive Validity; *Program Costs; *Retirement

This supplementary report identifies and provides individual descriptions and reviews of 71 retirement forecasting models. Composed of appendices, it is intended as a source of more detailed information than that included in the main volume of the report. Appendix I is an introduction. Appendix II contains individual descriptions of 32 models of federal retirement program costs; appendix III, 35 models of civilian retirement decision behavior; and appendix IV, 4 models of retirement income. Each appendix includes a summary of contents and a table that cross-references the contents to the main volume of this report, which summarizes the individual reviews. References to literature sources for each model are provided immediately after each description. Individual descriptions for models of all three retirement outcomes researched (program costs, civilian workers' retirement behavior, and levels and distribution of retirement income) include: (1) model identification (name, sponsor and/or developer and address); (2) background and use (primary objective of model; prior, current, and/or planned use); (3) model description (outcomes predicted, methods of calculation and/or simulation, data sources, predictors of outcomes and/or specific predictor values/assumptions); and (4) model review (availability of documentation, frequency of updating or model maintenance, available information on model validity). A 22-page bibliography lists the references cited in the descriptions and others consulted in preparing the report. (YLB)

ED 281 018 CE 046 868

A Regional High-Technology Delivery System Model for Adult Literacy. Final Report.
Houston Independent School District, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jul 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingual Education; Computer Assisted Instruction; Dropout Research; Educational Facilities; Educational Resources; *Educational Technology; Educational Television; Employment Potential; Hispanic Americans; Instructional Materials; Job Skills; Limited English Speaking; *Literacy Education; Program Development; Reading Instruction; Student Recruitment; *Telecommunications
IDENTIFIERS- Houston Independent School District TX

The Houston Regional High-Technology Delivery System Model for Adult Literacy meets the need for a technology-based system to deliver instruction in basic literacy skills. The system provides multilevel instruction in reading, writing, and computation skills to out-of-school youth and under-educated adults. A variety of technologies are used to serve the students through technology-based literacy centers, in their homes, and through community centers, such as schools and libraries. Prior to developing the system, a high-school dropout study was completed and a systematic approach was taken to identify the following: resources, student needs, skills for entering the job market, suitable electronic transmission systems, and available instructional materials compatible with the systems. (This report describes the conduct of the project and includes many schedules used in developing the project: organizational contacts, recruitment guidelines, basic skills needed for entering the job market, room designs for adult literacy center and satellite center, a resource list of literacy videotapes, adult literacy projects, project evaluation, and public television involvement plans.) (KC)

ED 281 031 CE 046 885

Spence, Mary Catherine
Job Search Workbook. Student Book.
Centre County Vocational-Technical School, Pleasant Gap, PA. CIU 10 Bi-County Development Center for Adults.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 74p.; For related documents, see CE 046 884-886.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Literacy; Behavioral Objectives; *Employment Interviews; Employment Opportunities; *Illiteracy; *Job Application; *Job Search Methods; Learning Activities; *Resumes (Personal); Self Evaluation (Individuals); Telephone Usage Instruction; Tutoring; Volunteers; Workbooks
IDENTIFIERS- 310 Project
This manual is intended to assist nonreaders in developing job search skills. It includes materials for use in nine sessions involving the nonreader and a tutor. The following questions are addressed in the individual sessions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? and Now that I've got it, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended for use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the job search for as many sessions as is necessary. All of the session activities and study assignments make an allowance for the fact that the student is a nonreader, and suggestions are provided to help students circumvent some of the difficulties that nonreaders might encounter when doing such things as filling out job applications. (MN)

ED 281 045 CE 046 989

Spill, Rick
A Systems Approach to Youth Employment Competencies.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 1,181p.
LANGUAGE- English
EDRS Price - MF09/PC48 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; Basic Skills; Behavioral Objectives; *Employment Programs; Evaluation Criteria; Evaluation Methods; Federal Legislation; Job Skills; Job Training; Learning Activities; Legal Responsibility; Lesson Plans; *Minimum Competencies; Outcomes of Education; Postsecondary Education; *Program Evaluation; Records (Forms); *Systems Approach; Vocational Maturity; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982; Private Industry Councils
This guide is intended to assist local providers of Job Training Partnership Act (JTPA) youth employment training in responding to new Department of Labor reporting definitions calling for a sufficiently developed youth employment competency system. The first two sections discuss the concept of sufficiently developed systems in generic terms. Chapters 3 through 8 provide detailed discussions of each of the following items encompassed by the concept of a sufficiently developed competency system: youth employment competencies (descriptions of individual competencies, competency statements, employer involvement, and foundation competencies); assessment and evaluation (approaches, major concerns, and selection); employability development plans; curricula, training modules, and behavior modification approaches (concept, practice, abstracts); certification; and documentation (constructing, recording, and reporting). Chapter 9 covers monitoring and capacity building as supplemental aspects of a sufficiently developed system. The 10th chapter deals with accountability points and reviews the causes of variations in youth employment competency systems. Chapters 11 through 13 examine preemployment/work maturity, basic education, and job-specific skills in terms of implementation strategies, measurement alternatives, appropriate components, and means of acknowledging achievement. The final 400 pages consist of appendix materials for the chapters 2 through 13, including such items as youth employment competencies that have been delineated by various states, sample forms, lists of objectives, program descriptions, competency statements, learning activities, and lesson plans from various JTPA programs throughout the country. (MN)

ED 281 088 CG 019 821

Younkin, Sharon L.; And Others

Reactions to Males' Emotional Expression in Job and Relationship Situations.

PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Competence; Higher Education; Interpersonal Communication; Interpersonal Relationship; *Males; *Security (Psychology); *Self Disclosure (Individuals); *Sex Differences; Sex Role; Work Attitudes

Most of the recent reseach on sex roles has focused on women. Research concerning the expression of nontraditional behaviors by men has been very limited. A study was conducted to examine sex differences in reactions to nontraditional male disclosure. Specifically, this study attempted to explore subjects' reactions to males who expressed either secure or insecure feelings in a job or relationship setting. Male (N=40) and female (N=79) university students were randomly assigned to a 2 (emotion disclosed: secure, insecure) x 2 (gender) x 2 (relationship, job) between groups factorial design. Subjects viewed a videotape of a male who they were to imagine was a close friend of theirs. The actor discussed either secure or insecure feelings about a job or a relationship. After viewing videotapes, subjects completed a questionnaire and the Semantic Differential. The results suggest that males are evaluated more negatively in expressing insecure feelings compared to secure feelings, by both males and females, even when competence is controlled. Males reported having difficulty expressing insecure feelings to a female about a traditional male area, a job, while females indicated difficulty in expressing insecure feelings about a traditional female area, a relationship. (NB)

ED 281 102 CG 019 836

Lima, Bruno R.
Primary Mental Health Care in the Americas.
PUB DATE- Sep 86

NOTE- 18p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Health Services; *Cross Cultural Studies; Developed Nations; Developing Nations; Foreign Countries; Human Resources; Mental Health Clinics; *Mental Health Programs; *Primary Health Care
IDENTIFIERS- *Latin America; *United States

This paper outlines selected differences between the United States and Latin America health care systems as they relate to primary mental health care. It notes that historically both the United States and Latin America have relied on custodial psychiatric hospitals. The alternative of community care for psychiatric patients is described as it is being implemented in the United States and in developing countries. Striking differences between mental heatlh care in developed and in developing countries are examined, including differences in per capita health care expenditures, patient/psychiatrist ratios, and the distribution of specialized human resources. Population projections for developed and developing nations are given which suggest that by the year 2,000, 80% of the world's population will live in developing countries with insufficient general and mental health services. A section on the current situation examines differences in how the United States and Latin America have attempted to develop new systems of community care. The development of community mental health centers separate from the general health sector in the United States and the development of a system of ambulatory mental health care integrated with the general health sector at the primary care level in Latin America are discussed. The report suggests that the United States study the strategies, strengths, and weaknesses of Latin America's comprehensive model to address its own health care problems more effectively. (NB)

ED 281 145 CS 008 743

Lore, Rosemary; Chamberlain, Ed
Language Development Component, Secondary Developmental Reading Program, Final Evaluation Report. Revised.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 14 Jan 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; High School Students; Inservice Teacher Education; *Reading Diagnosis; *Reading Difficulties; *Reading Programs; Reading Research; *Reading Skills; Secondary Education; Underachievement
IDENTIFIERS- *Secondary Developmental Reading Program (Ohio)
Designed to improve underachieving high school students' reading and communication skills, the Secondary Developmental Reading program served 909 ninth, tenth, and eleventh graders in 13 Ohio schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). Nine teachers from eight high schools participated in the 1985-1986 program, using Apple computers as instruction aids, and diagnostic tests to assess students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program were (1) that pupils who attended 80% of the 7-month training period would show an average of 1.0 Normal Curve Equivalency (NCE) for each month, and (2) that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable. Neither goal was attained. Cost per pupil was greater and NCE gains smaller in the computer-assisted group than in the regular group. One of the inservice sessions was rated as valuable by less than the requisite 80%. An extensive list of program recommendations was compiled, including ways to increase attendance and to review the program to determine whether it should be continued, modified, or discontinued. (Tables of data are included, and evaluation forms are appended.) (AEW)

ED 281 159 CS 008 768

Knafle, June D.; And Others
Assessing Values in Children's Books.
PUB DATE- 85
NOTE- 29p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Content Analysis; Elementary Education; *Evaluation Criteria; *Evaluation Methods; Measurement Techniques; *Rating Scales; Reading Material Selection; Reading Research; Supplementary Reading Materials; Teacher Education; Test Validity; *Value Judgment
IDENTIFIERS- Caldecott Award

A study investigated the presentation of values in children's books, using a scale that was developed specifically for the study. The values categories of the scale were (1) positive behavior, (2) positive feelings, (3) negative behavior, (4) negative feelings, (5) Judeo-Christian religious values, (6) other religious values, (7) traditional values, and (8) neutral values. The scale was applied to every page of the 1938 through 1986 Caldecott winners, and the results were tallied by percentage and by frequency. Decisions as to which values a page presented were based upon a combination of the text and the illustration. The analyses of variance of data from both tallies revealed a significant difference for values, no significant difference for decades, and no significant interaction. A separate analysis of variance of the frequency data revealed positive effects were significant. Newman-Keuls tests showed the percentage tally was more sensitive. The scale could be broadened to include other categories, such as non-traditional values, making it more applicable to contemporary books. The rating scale could be used for a classroom exercise in teacher training courses to focus the students' attention on the values incorporated in children's books, basal readers, and textbooks. (Tables of data and 20 references are included.) (NKA)

ED 281 172 CS 008 782

Mei, Dolores M.; And Others
English Instructional Services Degrees of Reading Power Pilot Project 1985-86 End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Dec 86
NOTE- 32p.; Prepared by the High School Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; *Holistic Approach; Inservice Teacher Education; Program Effectiveness; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; Reading Strategies; Remedial Reading; Secondary Education
IDENTIFIERS- *Degrees of Reading Power Project; New York (New York)
The Degrees of Reading Power (DRP) Pilot Project was implemented at 13 New York City high schools during the 1985-1986 school year. The project involved training English Instructional Services (EIS) teachers in techniques for teaching reading holistically and then assessing the improvement on the DRP reading comprehension test. During the 1986 spring term, the DRP test began to be used to assess students' reading in grades 9 and 10 throughout New York City high schols. The pilot project clearly improved EIS staff capacity to fill the greater need for DRP training anticipated for the 1986-86 school year. It allowed them to improve methodology in advance of any widespread adoption of holistic reading techniques by teachers who had previously used a specific reading skills approach in remedial reading classes. Student outcome data indicated that the pilot project was successfully implemented. Pilot project students showed greater overall improvement than control group students (whose classes focused on specific reading skills) on both the DRP test and the Wisconsin Design Test, a criterion-referenced assessment of specific reading skills. Based on the results of the pilot project, it was recommended that (1) holistic teaching approaches that would help the slowest readers be explored, (2) methods be developed that would clearly define the role of educational assistants in DRP classrooms, and (3) further study be made of DRP instructional techniques as they are adopted throughout the school system. (AEW)

ED 281 185 CS 008 799

Armbruster, Bonnie B.; And Others
Does Text Structure/Summarization Instruction Facilitate Learning from Expository Text? Technical Report No. 394.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 45p.
CONTRACT- 400-81-0030

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Content Area Reading; *Directed Reading Activity; Discussion (Teaching Technique); Expository Writing; Grade 5; Intermediate Grades; Reader Text Relationship; *Reading Ability; Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; Recall (Psychology); *Study Skills; *Teaching Methods
IDENTIFIERS- *Text Structure
A study investigated the effect of instruction about conventional expository text structure on fifth-graders' ability to learn from similarly structured social studies material. Subjects, 82 fifth graders from four heterogeneous classrooms in two schools in a small midwestern city, were assigned to either a structure training group which received direct instruction in recognizing and summarizing a conventional problem/solution text structure or to a traditional training group which read and discussed answers to questions about social studies passages. Subjects then completed three criterion tests of learning from independent reading, and one test of learning from structured discussion. Data analyses supported the major hypothesis that instruction in a problem/solution text structure, including summarization instruction, would facilitate the formation of macrostructures for text having that structure. Specifically, findings showed that, compared to the traditionally trained group, the structure trained group (1) recalled approximately 50% more of the macrostructure ideas on an essay (probed recall) test over the passage; (2) recalled approximately the same amount of information on a short answer test over specific information not necessarily included in the macrostructure; (3) wrote summaries that included more main ideas from the passages; and (4) wrote better organized summaries. However, findings did not support the hypothesis that using the problem/solution text structure as an organizational framework for classroom discussion would facilitate retention of the content discussed. (Possible reasons for this finding are examined. Four pages of references and five figures are included.) (JD)

ED 281 198 CS 210 414

Shook, Ronald
The Odd Couple: How We Teach and How They Learn.
PUB DATE- 82

NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; Educational Strategies; Educational Theories; *Language Processing; Language Research; *Learning Processes; Learning Strategies; Reading Writing Relationship; *Teaching Methods; Writing Exercises; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

The best way to teach writing is to make it the way to learn something else. Instructors need to look at written communication as it is used in real life. When students take pains with their writing, it is because what they have to say is important to them. The students' need to communicate a particular meaning for a particular purpose guides them through the writing process, but this fact may be ignored in writing classes. Instead, class time is often devoted to the personal essay, the descriptive essay, or the narrative, which exist as isolated language samples, cut off from all experience and purpose. Instructors can make an impact on their writing classes (1) by making writing an integral part of every course and using this writing to communicate to the teacher what the student has learned (establishing that if students cannot communicate, they will not pass); and (2) by dramatically increasing the amount of classroom reading and writing. Students should write a minimum of 1,000 words a day, and this writing should not be discussed by the teacher beyond asking constructive questions. Although these options are being used, neither will become current until instructors rid themselves of the notion that they can talk students into learning to write. (Seven references are included.) (AEW)

ED 281 226 CS 210 453

Brinkley, Ellen H.

Secondary Writing Centers: Benefits of College and Secondary Collaboration.

PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Cooperative Programs; *Experiential Learning; Higher Education; Peer Teaching; Preservice Teacher Education; Secondary Education; Staff Utilization; *Teaching Experience; *Tutoring; *Writing Improvement; *Writing Instruction; *Writing Laboratories

Based on college writing center models, a number of high schools are deciding to establish writing centers, some of them in anticipation of competency tests in composition. Staffing can be the single most significant and expensive factor for secondary schools wanting to provide writing centers. Among the options for dealing with the staffing problem are: (1) using peer tutors, who can be very effective if trained carefully to serve as approachable reader-responders; (2) scheduling student teachers to spend one period a day in the writing center, affording valuable experience and leaving full-time teachers free for their regular duties; and (3) persuading administrators to reduce class load and staff the center with experienced, full-time teachers. The student teacher option provides the added benefit of necessitating a collaboration with a college or university. Whether the college English Department, Education Department, or writing center is involved, teachers in the secondary schools receive input from the other institution while participating in the training of preservice teachers who need the experience of working with individual students and their writing. Writing centers are becoming more common in high schools, not only giving secondary students the extra help in writing they need, but creating a network that is beneficial on a number of levels. (AEW)

ED 281 293 EA 019 357

Management Information, 1986. Series: 1986-87. Report No. 17.
Sacramento City Unified School District, Calif.
PUB DATE- Dec 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Board of Education Policy; *Data Interpretation; Decision Making; *Educational Assessment; Educational Environment; Educational Objectives; Elementary Secondary Education; Long Range Planning; *Management Information Systems; Parent School Relationship; Research Utilization; School Business Relationship; School Community Relationship; *School Effectiveness; *School Involvement; School Personnel; Student Needs; Student School Relationship; Surveys
IDENTIFIERS- *Sacramento City Unified School District CA

This report analyzes surveys and studies using a management information system developed in 1985-86 by the Sacramento (California) school district. Objectives were to facilitate policy decisions and to provide a database for assessment of student achievement, district progress, and the district's long-range plan. The report is presented in nine sections. Section 1 discusses objectives, steering committee, studies and surveys, data use, and report organization. Six goal areas serve as topics of the long-range plan and are research indicators of effective schools: student achievement, learning environment, staff and student morale, community partnership, facilities, and management programs. Section 2 describes how studies were conducted. Data on the six topics were gathered by surveys of students, staff, parents, businesses, community, facilities, and finances. Sections 3 through 8 present information from the topical studies. Summary statements precede each section. Section 9 offers conclusions and recommendations. Findings include the following observations: academic achievement, while like that of similar schools, is below state averages; most students like school and give high marks to the instructional program; parents rate schools highly and believe that the academic program is effective; and the quantity of homework needs further study. An appendix lists researchers of each study. (CJH)

ED 280 964 CE 046 757

King, Kenneth
Evaluating the Context of Diversified Secondary Education in Tanzania. Preliminary Comments.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 26p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; Agricultural Education; Business Education; Developing Nations; Educational History; Educational Philosophy; Educational Research; Foreign Countries; Outcomes of Education; *Program Content; Research Needs; Rural Education; Secondary Education; *Secondary School Curriculum; Technical Education; *Transfer of Training; *Vocational Education
IDENTIFIERS- *Tanzania
Secondary education in Tanzania has a formal diversified curriculum in agricultural, commercial, technical, and domestic science that is reinforced outside of school hours by a set of powerful pressures on schools to engage in productive work. In many secondary schools there are two different, simultaneous traditions of diversification. The first stresses the importance of orientation to work and the educational value of industrial and agricultural work, whereas the second is explicitly concerned with production and the need for students to experience real work. A third level of diversification leads toward rural and self-employment of secondary school graduates. A World Bank research project that compared the effectiveness of diversified schools in Tanzania with those that have not undertaken diversification indicated that students from no-bias (academic) schools appear to do almost as well on the special vocational achievement tests as do those from schools that have diversified in one of the four prescribed subject areas. The study suggested that students in each of the four curriculum areas do not learn much in the way of how to transfer their learning to other disciplines, whereas the common sense approach of the academic schools enables the academic students to compensate for their lack of training in one of the areas in which diversification is underway. As Tanzania enters a new phase of diversification, more research is needed to enable a more accurate assessment of the program's successes and failures to date. (MN)

ED 280 991 CE 046 789

Stultz, Erma, Ed.
Hands of Knowledge. "Adult Education, Development and Peace." Report of the World Assembly of Adult Education (Buenos Aires, Argentina, November 22-30, 1985).
International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-0-919971-11-3
PUB DATE- 86
NOTE- 213p.; Pages 34-178 are printed on colored paper. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Educators; *Adult Literacy; Adult Programs; Communication Skills; Community Education; *Comparative Education; Continuing Education; Correctional Education; *Developing Nations; Disabilities; Educational History; *Educational Improvement; Foreign Countries; Health Education; Inservice Teacher Education; Labor Education; Literacy Education; Older Adults; Postsecondary Education; Rural Education; Self Actualization; Teacher Education; Technical Education; Technological Advancement; Theater Arts; Vocational Education; Womens Education
IDENTIFIERS- Argentina; Brazil; Canada; China; Finland; France; Kenya; Nicaragua; Saint Vincent; Scotland; Sweden; Tanzania; Thailand
This report, written in popular education style and designed to be readable both by adult educators and by the people with whom they work, describes a week-long meeting of the World Assembly of Adult Education. Under the general themes "Where are we?" "Where are we going?" and How to do it" the report provides synopses of the reports of 17 working groups on the following topics: peace and human rights, popular theater and communications, participatory research, rural adult education, adult education and prisons, adult education and indigenous peoples, workers' education, adult education and self-management, adult education and new technology, literacy and post-literacy, history of adult education, adult education and women, adult education and older adults, civic adult education, training of adult educators, adult education and primary health care, and adult education and the disabled. The report also includes comments from numerous participants from around the world, as well as officials of UNICEF, UNESCO, the International Conference on Adult Education, the presidents of Argentina and France, and other dignitaries. The report includes numerous drawings and photographs. The meeting agenda and a list of participants are included. (KC)

ED 281 074 CG 019 807

Camara, Wayne J.
The Equivalence of Rater Sources on Job Analysis Ratings.
PUB DATE- 25 Aug 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluators; *Generalizability Theory; *Interrater Reliability; *Job Analysis; Job Skills; Research Design; *Validity
Previous efforts to investigate the equivalence of rating sources for job analysis ratings have reported conflicting results. In the present research, correlational and generalizability analyses were conducted to examine the equivalency of rating sources for over 70 state civil service job classifications. Incumbent and supervisor ratings (N=697) were examined, along with ratings of 3 trained experts derived from narrative job descriptions. Separate survey instruments were individually developed to obtain objective skills and abilities for each job classification. Pearson correlation coefficients reported significant reliability for ratings across each rating source, and significant convergent validities across sources. Results of the generalizability analyses were inconclusive concerning the similarity of ratings, however, variance attributed to rating sources was negligible. The results indicated that rating source did not have a significant effect on job analysis ratings when using an ability-oriented instrument. Ratings provided by incumbents, supervisors, and experts were similar in 65 of the 70 analyses. These findings support Smith and Hakel's (1979) belief that rating source does not make any practical difference in job analysis rating. (NB)

ED 281 117 CG 019 851

Suess, James F.
MMPI Codetypes and DSM-III Diagnoses: A Brief Review.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Clinical Diagnosis; *Personality Assessment; *Personality Measures
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; *Minnesota Multiphasic Personality Inventory
While the Minnesota Multiphasic Personality Inventory (MMPI) has retained its popularity within the clinical community for over 40 years, some investigators have criticized its ability to provide an accurate diagnosis. Codetype systems of MMPI score interpretations were developed and a predictive relationship between codetypes and diagnoses was established. The codetype diagnostic systems were predicated on broad non-specific diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (DSM) I (1952) and II (1968). The narrow diagnostic criteria found in the DSM-III (1980) have led several researchers to question the diagnostic validity and usefulness of the MMPI. Researchers are currently assessing the relationship between the MMPI and DSM-III. A review of the literature examining the MMPI and DSM-III relationship suggests that: (1) MMPI codetypes have retained their moderate diagnostic predictive validity; (2) multivariate statistical techniques enhance the MMPI's ability to correctly classify diagnostic groups; and (3) MMPI derived personality descriptions continue to be valid and reliable as an aid in diagnostic assessment. (Author/NB)

ED 281 307 EA 019 371

Lauderdale, William Burt
Educational Reform: The Forgotten Half. Fastback 252.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-252-6
PUB DATE- 87
NOTE- 40p.; Publication of this fastback was sponsored by the Clearwater-St. Petersburg Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($.90; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Change Agents; *Educational Change; *Educational History; Educational Opportunities; Educational Responsibility; *Educational Trends; Elementary Secondary Education; *Equal Education; Progressive Education; Role of Education; Thematic Approach; *United States History
IDENTIFIERS- Common Education; Equity Theory; *Excellence in Education; Social Justice

By examining the trends in equity and academic excellence, this monograph interprets America's history of educational reform. The first section, "The Legacy of Reform," analyzes themes after colonial times. William Penn and Benjamin Franklin advocated humanitarian, middle-class education following the American Revolution. By the late 18th and early 19th centuries, the nation sensed an urgency about schooling. Thomas Jefferson advanced opportunities by state-financed schools. The competing social forces of frontier and industrial expansion developed the common school movement; Horace Mann increased support for public education. The dialectic between classical European excellence and equity, however, did not produce equality of opportunity. Progressive education, the 20th century's major ideology, broadened schooling's role through individual student focus and open, democratic classrooms promoted by John Dewey. "Contemporary Reform Issues," section 2, concludes that equity and academic excellence often coexist as traditional dichotomies, but can attain resolution. Desegregation demonstrates commitment to comprehensive equity. Expanded opportunities require time; reforms should not ignore schools' increased responsibilities. If "A Nation at Risk" became the national agenda, disadvantaged students would be left in the wake. Rather than through national mandate, the alternative is a pluralistic approach wherein local experiments encourage excellence. The quality of educational change is ultimately measured by the principle of just treatment for all. (CJH)

ED 281 320 EA 019 398

Harris, Ben M.; And Others
Personnel Administration in Education: Leadership for Instructional Improvement. Second Edition.
REPORT NO.- ISBN-0-205-08200-9
PUB DATE- 85
NOTE- 324p.
AVAILABLE FROM- Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order Code H82001; $35.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Collective Bargaining; Competence; Due Process; Educational Finance; Elementary Secondary Education; Faculty Recruitment; Legal Responsibility; Minority Groups; *Personnel Evaluation; *Personnel Management; *Personnel Selection; *School Personnel; Staff Utilization; Teacher Administrator Relationship; Women Faculty

The central thesis of this book is that personnel administration must be concerned more with the process of educational change and less with the filling of openings, more with instructional change and less with instructional personnel per se. The 12 chapters deal with these personnel administration topics: (1) the improvement of instruction through staffing, (2) the functions of staff personnel, (3) innovations and traditions in staffing, (4) managing personnel services, (5) competency specifications for personnel, (6) recruiting and selecting personnel, (7) assigning and balancing staff groups, (8) staffing practices relating to women and minority groups, (9) due process and other legal requirements, (10) financial problems and collective bargaining, (11) personnel evaluation, and (12) training for professional personnel management. Each chapter includes a summary, and 26 exhibits are provided. Employee selection and teacher appraisal information, as well as standards, policies, and practices for school personnel administration are included in eight appendices. Also included are a total of 323 references and an index. (WTH)

ED 281 059 CE 047 034

Action and Words. Sharing Literacy Skills in Community Groups.
Adult Literacy and Basic Skills Unit, London (England).; National Federation of Voluntary Literacy Schemes, London (England).
REPORT NO.- ISBN-0-906509-32-7
PUB DATE- Jun 83
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Action; *Community Programs; Foreign Countries; *Fund Raising; Instructional Materials; *Literacy Education; Material Development; Program Development; Reading Skills; *Self Directed Groups; Writing Skills

This book is intended for people who want to organize their own learning either individually or as a member of a community group rather than fit into a more predetermined and perhaps more formal educational experience. Section 1 focuses on learning to a purpose. Section 2 discusses getting going. In the next section are suggestions for finding information about the operation of literacy groups. Section 4 addresses fund raising and other sources of money. Chapter 5 looks at learners and learning. Topics include helping someone else to learn ways of learning, strategies used in reading, and what to think about when writing. Chapter 6 discusses reading and writing materials, including how to make materials. Chapter 7 summarizes the content, offers suggestions, provides a list of resources, and contains a check list to develop one's own list of local contacts. (YLB)

ED 281 132 CG 019 866

Harrigan, Jinni A.; And Others
Physicians' Voices: Impressions of Interviewing Styles via the Telephone.
PUB DATE- Aug 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Communication Skills; Cues; *Evaluation Criteria; Higher Education; Interpersonal Communication; *Personality Traits; *Physician Patient Relationship; *Physicians; *Speech Communication; Verbal Communication
IDENTIFIERS- *Vocal Qualities
In human speech, messages are conveyed to listeners through both verbal and vocal sources. Comparing verbal content-only with verbal plus vocal content permits assessment of the contribution of vocal cues in spoken messages. This study involved evaluations of physicians interacting with patients via the telephone. Thirty doctor-patient interactions were presented to college students who served as raters in an audio-only (N=35) or a transcript-only (N=25) condition. Following each segment, subjects rated the physicians using 10 bipolar adjective pairs which resulted in supervariables of empathic, dominant, and calm. The results revealed that females rated doctors as more empathic, dominant, and calm than did males, and communication modes were significantly different with audio segments rated more positively. Middle phases were evaluated more positively than greeting phases. Interactions between temporal phase and mode indicated that audio segments were interpreted more positively during middle phases. Also, female raters were more sensitive to audio segments. Physicians' amplitude and speech rate were positively correlated with dominance ratings. These findings suggest that vocal cues are subtle but powerful aspects of a message which account for a considerable portion of the information individuals use in developing perceptions of others. (Author/NB)

ED 281 213 CS 210 437

Rainey, Kenneth T.
Misdirections in the Relation between Writing and Cognitive Development.
PUB DATE- Mar 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Analysis; Class Activities; *Cognitive Development; *Cognitive Processes; Developmental Stages; Freshman Composition; Higher Education; Piagetian Theory; Schemata (Cognition); Teaching Methods; *Writing Difficulties; Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Author Reader Relationship; Decentering (Psychology)
Many essayists on writing believe that a student's level of cognitive development determines the organization of thought expressed by the student's writing and that an individual cannot use language at a level that goes beyond his or her stage of cognitive development. Without the maturation of formal operational structures, students cannot easily take a view contrary to their own positions (decentering), so that unless writing activities relate to the students' own perceptions of the world, assignments will be misdirected. Activities that encourage students to make inferences also require the full development of formal-operational structures. Only at this level can a student make a real synthesis--recognizing that an opposing position has genuine validities that can provide multiple perspectives on an issue. An exercise used at Memphis State University (Tennessee) helps students synthesize. Two fund-raising letters are examined in which the intended audiences are analyzed, the logical and persuasive fallacies are explored, and the rhetorical strategies employed by the writers are determined. Students then write an essay on one of the letters in which they assume the role of the recipient, describing that recipient's possible reaction to the letter, and comparing that response to the response the letter's author intended to elicit in the target audience. Such assignments help encourage students to perform successfully at the developmental level they have reached, as does teaching writing with the workshop method and with the "one-on-one" method of peer and professional conferences. (Notes and references are included.) (NKA)

ED 281 240 CS 210 477

Grunig, Larissa Schneider
Shattering the "Glass Ceiling" in Journalism Education: Sex Discrimination in Promotion and Tenure.
PUB DATE- Aug 87
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Employer Employee Relationship; Equal Opportunities (Jobs); Faculty College Relationship; Faculty Evaluation; *Faculty Promotion; Higher Education; Job Satisfaction; *Journalism Education; *Sex Discrimination; Tenured Faculty; *Women Faculty
An informal study examined the disparate treatment in tenure and promotion decisions women journalism educators may receive because of their sex, as well as the adverse impact of such discriminatory patterns and practices on the women themselves, on their departments, and on their students. To gather information related to possible instances of discrimination in tenure and promotion, both men and women in the journalism department of a major public university, tenured and nontenured, were interviewed in depth, relevant literature was reviewed, and statistical data related to tenure were also examined. The journalism department of 21 full-time faculty members employs one tenured woman, as opposed to 12 tenured men, a situation that is consistent with campuses across the country. Findings showed a pattern of bias, misunderstanding, and insensitivity that contributes directly and indirectly to women's chances for success in higher education. The primary source of inequality seemed to be the small number of women on the typical faculty, especially considering the large number of female journalism students. Related problems included tokenism, a heavier advising load for women, lack of role models for both faculty and students who are women, and few opportunities for sharing resources and information, mentoring, networking, and coalition building. (A list of 37 references is appended.) (NKA)

ED 281 253 CS 505 583

Ulrich, Walter, Ed.
National Debate Tournament Booklet of Judges, 1987.
PUB DATE- Mar 87
NOTE- 133p.; Statements from judges at the Annual National Debate Tournament (41st, Normal, IL, March 27-30, 1987). Best copy available. For a related document, see CS 505 584.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Attitudes; Competition; *Debate; *Evaluation Criteria; Higher Education; *Judges; Oral Interpretation; Persuasive Discourse; Public Speaking
IDENTIFIERS- *National Debate Tournament

A compilation of statements of the judging philosophies of the judges for the 1987 National Debate Tournament, this booklet presents the views of 132 college level coaches from institutions all across the country. The areas examined in the standard judge philosophy form include (1) personal preferences in regard to a decision making paradigm; (2) views on topicality; (3) preferred standard of competitiveness, or counterplans; (4) reactions to add-on, turnaround, and disco strategies; and (5) style and other issues (such as particular mannerisms coaches find objectionable). Where possible, philosophies of judges who did not submit a completed questionnaire in time for inclusion in this booklet were located from previous tournament booklets, and in these cases, the date of the judging statement is indicated. A list of the judges and their respective institutions is included. (AEW)

ED 280 977 CE 046 770

Psacharopoulos, George
Curriculum Diversification, Cognitive Achievement and Economic Performance: Evidence from Colombia and Tanzania.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 75p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Cognitive Ability; Cost Effectiveness; *Developing Nations; Equal Education; Foreign Countries; Labor Market; Outcomes of Education; Prevocational Education; *Program Effectiveness; Program Evaluation; Secondary Education; Socioeconomic Background; *Student Characteristics; *Vocational Education
IDENTIFIERS- *Colombia; *Tanzania
A study evaluated diversified secondary school systems in Colombia and Tanzania. It compared advantages that might have accrued to diversified school students and graduates relative to more conventional types of formal training. A random sample of approximately 14,000 school students following diversified and conventional secondary curricula was taken just before graduation to obtain information on students' socioeconomic background and educational characteristics. The same students were contacted one to three years later to record further education or labor market activities. Schools were compared according to four main criteria. One was concerned with equity of access to education, and the other three with the efficiency of resource use: access to the two types of school by students with different socioeconomic origins (equity), cognitive learning outcomes (internal efficiency), labor market outcomes (external efficiency), and cost effectiveness (economic efficiency). Results indicated that compared to schools offering only conventional curricula, the diversified schools recruit more students from poorer origins and impart higher cognitive skills to their graduates. Graduates of such schools often cost more to educate than those of control schools and despite their superior cognitive skills, they did not find jobs more easily and did not earn more than graduates of control schools. (YLB)

ED 281 005 CE 046 828

Small Business Incubator Educational Development Program Education & Training Center. Final Report.
Green River Community Coll., Auburn, Wash.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- 10 Dec 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; Cooperative Planning; *Educational Needs; *Educational Planning; Educational Trends; Education Work Relationship; Extension Education; Futures (of Society); Job Training; *Program Development; Relevance (Education); *School Business Relationship; *Small Businesses; Two Year Colleges
IDENTIFIERS- *Customized Training; *Green River Community College WA

The establishment of Green River Community College's Education and Training Center as a permanent anchor tenant in the Kent Business Incubator required the college to develop a comprehensive business plan and needs assessment survey. College and community leaders identified the role and services of the educational tenant, leading to the development of a mission statement and comprehensive business plan. A training needs assessment questionnaire was designed to survey more than 300 businesses in the area. As a result of these activities, the college convinced the State Board for Community College Education to fund leased space in the Incubator. The plan launched a new extension of the college that will specialize in custom-designed training. A marketing plan for the new Education and Training Center resulted in the creation of a new logo, the preparation of a budget, and development of architectural drawings that identify classrooms, offices, and video and computer areas. The needs assessment questionnaire has provided the college with new insight into the structure and composition of area businesses, current education and training practices, sources of training, training formats, and specific subject areas where training is needed. The college was able to establish nontraditional, results-oriented education extension capable of delivering high quality, cost-effective, customized education and training programs tailored to the special needs of businesses and individuals. (Appendixes, which comprise 90 percent of the document, include a slide script, the business plan for 1986-87, the presentation to the State Board, and a copy of the survey.) (KC)

ED 281 032 CE 046 886

Spence, Mary Catherine
Job Search Workbook. Tutor Manual.
Centre County Vocational-Technical School, Pleasant Gap, PA. CIU 10 Bi-County Development Center for Adults.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 85
NOTE- 55p.; For related documents, see CE 046 884-885.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Illiteracy; *Job Search Methods; Program Development; Program Evaluation; Records (Forms); Student Recruitment; Teacher Recruitment; *Tutoring; Volunteers; *Volunteer Training; *Workshops
IDENTIFIERS- 310 Project
This manual is intended to assist tutors participating in a program to help nonreaders develop job search skills. The first two sections give an overview of the program and present general guidelines for working with students. Detailed suggestions are provided for working with students in sessions addressing the following questions: Am I ready to look for a job? What kind of job do I want? What do I want and need in a job? Where are the jobs? How do I fill out a job application? What is a resume? What do I say on the phone? What do I do at an interview? How do I keep on looking? Now that I've got it, how do I keep it? Each session is divided into three parts. The first part looks at current job leads and what can be done right away. Part 2 teaches the new objective for the lesson and may include activities. The final part gives assignments to be carried out before the next meeting. The ninth session is intended for use after the student has obtained a job, and the eighth session is intended to set a framework for continuing the job search for as many sessions as is necessary. The document closes with a list of effective ways to work with adult students and a four-page list of references for tutors and students. (MN)

ED 281 160 CS 008 769

Meyer, Bonnie J. F.; And Others
Training Use of Top-Level Structure in Expository Text: Increases in Reading Comprehension of Young and Old Adults.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- May 87
NOTE- 27p.; Paper presented at the Annual Meeting of the International Reading Association (32nd, Anaheim, CA, May 3-7, 1987).
GRANT- AG03438
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Expository Writing; Learning Strategies; Memory; Older Adults; Pretests Posttests; *Reader Text Relationship; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; Recall (Psychology); *Theory Practice Relationship
IDENTIFIERS- Computer Analysis; Text Structure; *Top Level Structure (Text)

A study examined whether teaching a specific reading strategy could improve the reading comprehension and memory of young (18 to 32) and older (62 and older) high school educated adults with average to high vocabulary test scores. The "plan strategy" was identified through an examination of what more than 1,000 adults wrote down as they read and recalled magazine articles, which showed that successful readers of all ages appeared to search out and follow a text's subordinate relational structure and to focus on its message and its relationship to supporting major details. The subjects were stratified on vocabulary scores and randomly assigned to three groups, who (1) learned about five basic top-level structures (writing plans) used by authors to organize ideas and how to apply them to their reading, (2) practiced reading and remembering information, or (3) received no instruction. Results of pretesting and posttesting on recall and comprehension indicated that subjects in the strategy group learned to employ the plan strategy and to answer main idea questions correctly. They shifted in the types of information considered important and claimed improved reading strategies, superior memory for their reading, and increased interest in and enjoyment of reading. Both older and younger readers in the strategy group improved equivalently and maintained their improvement over time. (The paper contains descriptions of the five basic writing plans and signals that cue readers to them, a description of a young adult's performance and change in recall of problem/solution texts on pretest to posttest, a reading plan schematic, and copies of reading materials used in the study.) (FL)

EA

ED 281 267 EA 019 253

Hacker, Carol
EAP: Employee Assistance Programs in the Public Schools. Reference & Resource Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1533-9
PUB DATE- 86
NOTE- 50p.
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1533-9-00; $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcoholism; Ancillary School Services; *Counseling Services; Elementary Secondary Education; *Employee Assistance Programs; *Job Performance; *Mental Health Programs; *School Personnel

Employee assistance programs (EAP's) have been set up by many businesses and organizations to help employees resolve their personal problems so they can maintain or resume an acceptable job performance level. So far, only a few public school districts have considered or implemented such programs. This monograph examines EAP's in general and focuses on their feasibility for school districts. While communities willingly support specialized services for students needing help with academic choices and personal problems, school district employees' problems have not been addressed because of scarce financial resources and schools' concern about public image. Yet keeping adult workers highly productive seems as worthy a goal as turning students into good workers. Chapter 2 considers three alternative models for school EAP's, while chapter 3 discusses available services, staff, referrals, and publicity methods. Chapter 4 tackles a variety of issues, including client population, wellness programs, organizational fit, recordkeeping, and legal problems. Chapter 5 treats measurement of EAP effectiveness, focusing on absenteeism and job performance evaluations as the best indicators. The last chapter outlines seven steps for developing and implementing a school district EAP. An appendix with forms and guidelines, a bibliography of 20 references, and a list of EAP organizations and publications are included. (MLH)

ED 281 280 EA 019 303

Evers, Colin W.
Educational Administration and the New Philosophy of Science.
PUB DATE- Sep 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Philosophy of Education Society of Australasia (Armidale, New South Wales, Australia, September 1-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Philosophy; Scientific Principles; Social Sciences; Theories
IDENTIFIERS- *Administrative Science; Bates (Richard); Greenfield (Thomas); *Philosophy of Science
Some criticisms leveled by Richard Bates and Thomas Greenfield against traditional views of the science of administration may be justified, but they do not apply to a science of administration based in the newly emerging philosophy of science. This paper begins by introducing these criticisms, which focus on the traditional views' failure to accommodate values, the subjective basis of knowledge, and the functional purposes of administrative theory. The paper next reviews the new philosophy of science, which incorporates new concepts about statements, evidence, terms, and the inexclusivity of theories. The new philosophy also involves trends away from foundational theories of justification and toward coherence theories of justification, as well as away from instrumentalism and toward realism. The implications of these factors for the development of a new science of administration are explored next. The importance of the role of human interpretation in understanding administration is examined in the paper's concluding section. Distinctions are drawn between physical events in which brute facts are measurable and social situations in which causal factors are exceedingly complex but can reasonably be assumed to be regular and structured. It is noted further that the notion of interpretation presupposes a reality subject to interpretation. Six pages of notes are provided. (PGD)

ED 280 950 CE 046 709

Peterson, Karen L.; Roscoe, Bruce
Age Appropriate Behaviors: A Cross Generational Assessment.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adult Education; *Adults; *Age Differences; *Attitudes; *Behavior Standards; College Students; *Females; Grandparents; Middle Aged Adults; Mothers; Older Adults; Young Adults
IDENTIFIERS- *Age Appropriateness
Cohort differences in perceptions of age appropriate behavior during adulthood were examined. The specific question was to what degree members of three different cohort groups who share a common familial background differ on the degree of acceptance expressed regarding age appropriate behaviors. The sample consisted of three groups of women: college students, their mothers, and their maternal grandmothers. Subjects (n=256) were administered a questionnaire designed to assess adult behaviors in three broad categories: recreation, occupation/career, and family. Findings indicated greatest agreement on appropriateness of age constraints concerned family relationships while least agreement concerned those involving recreation activities. Younger subjects were most tolerant of behaviors performed by individuals at varying ages, while older subjects most closely adhered to age constraints. Results provided support for the theory of adult development that proposes that adherence to age norms increases throughout the lifespan. (Four tables are appended.) (Author/YLB)

ED 281 019 CE 046 869

Killen, M. Barbara
Consumer Education through Active Learning.
PUB DATE- 3 Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Council on Consumer Interests (Denver, CO, April 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; Consumer Protection; Consumer Science; *Course Organization; Decision Making; *Decision Making Skills; *Learning Experience; Postsecondary Education; Teaching Methods
The active learning approach promotes student achievement of higher-order skills such as independent reasoning, problem solving, and critical assessment. Active learning has been shown to foster student retention and encourage a more positive attitude toward school. The goal of the consumer decision-making class for university students and adults described in this paper is to get the students to learn and to practice responsible, informed, and assertive behavior as consumers. In the course, students do exercises, practice making simulated purchases, analyze written and oral materials, and get exposure to community agencies and resource persons. The course emphasizes introducing students to carefully selected information and developing their consumer attitudes and skills. Students become aware of consumer literature in books and periodicals and learn what kind of information these sources can give them. In addition, students hear presentations in class from consumer experts and learn which federal, state, and local agencies provide consumer protection and services. Skill development in active learning classes works toward improved writing, note taking, and arithmetic skills as well as analysis of decision making. Students also improve test-taking skills by working together to write multiple-choice quizzes. Assessment of student learning is based on points assigned for speaker summaries, unit topic paragraphs, bi-weekly quizzes, exercises, and a 10-15 page paper describing a project they will undertake in consumer decision making. (Forms used in the course and a bibliography are appended. (KC)

ED 281 060 CE 047 035

An Introduction to Numeracy Teaching.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-19-X
PUB DATE- Jun 82
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Addition; *Adult Basic Education; *Arithmetic; Decimal Fractions; Division; Estimation (Mathematics); Foreign Countries; Fractions; *Mathematics Instruction; Mathematics Skills; Measurement; Multiplication; Place Value; Student Evaluation; Subtraction; *Teaching Methods
IDENTIFIERS- *Numeracy
This book provides practical ideas and information for volunteer tutors and teachers about teaching numeracy, as well as a reference section that concentrates on specific content areas. The first part of the book considers teaching techniques, the planning and presentation of numeracy material, evaluation of progress, reinforcement of newly learned concepts, working with students of a wide range of ability, working with students who also have literacy problems, and helping those who require an immediate solution to a specific problem. The second part is devoted to the concepts and skills students may need to solve problems in day-to-day living and to pass different types of tests. It should serve as a reference for the tutor. Information and teaching suggestions are provided for these concepts: estimation, place value, addition, subtraction, multiplication, division, fractions, decimals, percentages, and measurement. (YLB)

ED 281 075 CG 019 808

Bailey, Bruce E.; Matthews, Juliet L.
Risk Factors Associated with Suicide Attempts by College Females.
PUB DATE- 17 Apr 87
NOTE- 24p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *College Students; Daughters; *Fathers; *Females; Higher Education; High Risk Students; *Mothers; *Parent Child Relationship; Predictor Variables; *Suicide; Young Adults
IDENTIFIERS- *Risk Factors
Previous research had concluded that a female's relationship with her father was of singular importance in regard to her suicidal risk. This study was designed to test this assumption, and it was hypothesized that the relationship that an adolescent or young adult female had with her mother would be of equal importance in predicting risk for a suicide attempt. Additionally, the study was designed to provide data concerning a variety of other social and demographic factors as they related to risk for suicide attempts. Female college students (N=161) served as subjects. Each subject responded to a 264-item questionnaire concerning suicidal behavior and suicidal thinking. Fifteen subjects reported that they had made a suicide attempt. Both the relationship with the father and the relationship with the mother proved to discriminate between attempters and nonattempters; however, relationship with the father was of less predictive value than relationship with mother. The data provide tentative support for contagion being a factor in females' risk for suicide attempts. Significantly more attempters, 80%, personally knew someone who committed suicide than did nonattempters. Qualitative feedback suggests that college students need information on how to react to and assist a person at suicidal risk. (Author/NB)

ED 281 089 CG 019 823

Sawyer, Judy Parsons
FDDS: A Cross Validation Study.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Therapy; *Clinical Diagnosis; *Depression (Psychology); *Patients; Scores; *Test Interpretation; Test Validity
IDENTIFIERS- *Family Drawing Depression Scale; *Pain
The Family Drawing Depression Scale (FDDS) was created by Wright and McIntyre to provide a clear and reliable scoring method for the Kinetic Family Drawing as a procedure for detecting depression. A study was conducted to confirm the value of the FDDS as a systematic tool for interpreting family drawings with populations of depressed individuals. The FDDS was administered pre- and post-treatment to patients (N=19) at a multimodal, multidisciplinary spinal pain clinic. Family drawings were scored by two doctoral students in psychology and by a master's degree level registered art therapist. The results revealed that 11 of the 15 items of the FDDS significantly differentiated between depressed and nondepressed patients. Ten subjects received FDDS ratings strongly suggestive of depression; nine subjects received ratings not suggestive of depression. These diagnostic placements were consistent with clinical impressions made by pain clinic staff members. Scores on 8 of the 15 items significantly improved in the depressed group at completion of treatment. Post-treatment results were remarkably similar to those recorded in a study of depressed subjects at a private psychiatric clinic. These findings have implications for art therapy. (Author/NB)

ED 281 103 CG 019 837

Matthews, Doris B.; Casteel, Jim Frank
Stress and the Workplace: A Comparison of Occupational Fields.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Banking; *Burnout; Education; *Employee Attitudes; Health Personnel; Industry; *Job Satisfaction; Locus of Control; Social Services; *Stress Variables; *Work Attitudes
IDENTIFIERS- Postal Workers
Stress in various occupations is of interest to managers, counselors, and personnel workers. A study was undertaken to examine, through the use of self-report scales, stress-related characteristics of workers in occupations which require many and varied human interactions. Subjects were 244 full-time employees in six professions: health services, banking, social services, industry, education, and postal services. Subjects completed a battery of stress-related scales assessing burnout, state and trait anxiety, locus of control, and job satisfaction. The results indicated significant differences in the levels of stress and rates of burnout among workers. Respondents working in social services, education, and health services had significantly greater stress levels than did individuals working in banking, industry, and postal services. Although these findings do not indicate whether stress-related occupations produce stress or attract employees who tend to experience stress, responses to work-related questions may indicate that employees perceive their work as producing stress. (NB)

ED 281 146 CS 008 745

Chamberlain, Ed
Cost-Benefit Analysis for 1985-86 ECIA Chapter 1 and State DPPF Programs Comparing Groups Receiving Regular Program Instruction and Groups Receiving Computer Assisted Instruction/Computer Management System (CAI/CMS).
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 17 Dec 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Comparative Analysis; *Computer Assisted Instruction; Computer Managed Instruction; *Cost Effectiveness; Elementary Secondary Education; Enrollment; Program Costs; *Program Evaluation; Reading Achievement; Reading Instruction; *Reading Programs; Reading Research; *Remedial Reading; *Teaching Methods
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1
To determine the effectiveness of the computer assisted instruction/computer management system (CAI/CMS) as an alternative to conventional methods of compensatory reading instruction, a cost benefit study evaluated elementary, middle, and high school reading programs in the Columbus, Ohio, school district. Analysis was based on cost outlay for the computer laboratory, teachers, and aides, and comparisons between CAI/CMS units and conventional laboratories were carried out in terms of enrollment, attendance, and achievement. The overall program cost and cost per pupil were calculated according to the number of pupils in the program and pupils per teacher. Among the major findings were the following: (1) the cost per pupil was greater in the CAI/CMS groups than in the regular groups at all three grade levels; (2) normal curve equivalence gains were nearly the same for the regular and CAI/CMS groups at the elementary level, though this situation was substantially reversed at the middle school level; and (3) more pupils per teacher were served in the CAI/CMS groups than in the regular groups, particularly at the elementary level. Based on these findings, it was recommended that only the middle school CAI/CMS program be continued and that the others be further evaluated. (Statistical data detailing cost-benefit analysis base figures and comparisons are included.) (JD)

ED 281 173 CS 008 783

Woodward, Arthur
From Professional Teacher to Activities Manager: The Changing Role of the Teacher in Reading Teachers' Guides, 1920-1985.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Content Analysis; Course Content; Elementary Education; Instructional Materials; Professional Occupations; *Reading Instruction; Reading Materials; Reading Research; Teacher Characteristics; Teacher Qualifications; *Teacher Role; *Teaching Guides; Textbook Content; Textbook Research
IDENTIFIERS- *Image Analysis
A study examined the changing role and status of the elementary school teacher as projected in the teachers' guides that accompany reading textbooks. Twelve fifth-grade teachers' guides for each decade since 1920 were analyzed by scrutinizing every sixth chapter, story, or lesson for (1) physical characteristics, (2) testing components, (3) number of stories and poems, (4) instructional suggestions, (5) professional discussion on reading research and instruction, (6) professional and student bibliographies, (7) story summaries, (8) questions and answers, (9) lesson plans, (10) exercises, and (11) scope and sequence. Results showed that in most cases reading basals underwent major design changes every two or three decades, and that the typical lesson also changed greatly between 1920 and 1980. Lessons from early teachers' guides allowed teacher independence and discretion; but by the 1970s, the story was surrounded by numerous teaching suggestions and activities, extensive skill lessons with precise step-by step directions and activities, and specific learning plans. The relationship between instruction, learning, and testing appeared to be growing tighter, leaving little time for creative teaching or for encouraging extended reading. While the image of the teacher in the early guides is that of a professional, the contemporary image is that of an activity manager who is part of a complex technology of reading instruction. (Tables of data and 18 references are included). (NKA)

ED 281 186 CS 008 802

Blanchard, Harry E.
The Pattern of Utilization of Visual Information during Fixations in Reading. Technical Report No. 395.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 69p.; Part of a doctoral dissertation, University of Illinois.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cognitive Processes; *Eye Fixations; Higher Education; Memory; Models; *Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; *Visual Learning
A series of studies investigated the manner in which information is utilized during fixations in continuous reading. Utilization refers to visual information being processed to further the comprehension of the text being read, in contrast to registration, which refers to visual information simply being available to the brain. The studies considered three patterns of utilization during fixation: (1) utilization immediately follows registration, (2) utilization comes from different regions at different times, and (3) utilization occurs at a specific time that can vary. Three experiments were conducted using a paradigm developed by H. E. Blanchard, G. W. McConkie, D. Zola, and G. S. Wolverton. Subjects were college students or graduates recruited through a college newspaper, who read text displayed on a video terminal. Results of the first two experiments showed that the crucial findings from the Blanchard and others paradigm were due to memory or other nonperceptual processes, thus ruling out the possibility that utilization always occurs immediately after new visual information is registered. The third experiment eliminated the possibility that visual information is used letter by letter in a left-to-right scan. The results are consistent with the proposal that utilization occurs at a specific time that varies, sometimes early and sometimes late in the fixation. (Extensive references and tables of data are appended.) (FL)

ED 281 199 CS 210 416

Haggerty, Donna
Make It Relevant: A Guide to Using "The Morning Call" in the Classroom.
Call-Chronicle Newspapers, Inc., Allentown, PA.
PUB DATE- 86
NOTE- 142p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Class Activities; *Content Area Reading; Elementary Secondary Education; Music Activities; *Newspapers; Reading Materials; Resource Units; Science Activities

A wide range of classroom activities employing daily newspapers can be found in this teaching guide, and there are suggestions for teachers of kindergarten children through high school seniors. Each chapter deals with a different content area, and is further subdivided into specific topics, with many suggested activities for each. After an introduction and a note to teachers, the first section, on English, suggests activities related to business English, language arts, literature, reading, Scholastic Aptitude Tests, speaking and listening, thinking skills, and writing. The second section, on mathematics, shows how newspaper stories relate mathematical principles to real life and help students gain an appreciation of the role of math in society. The third section gives suggestions for classes on elementary science, energy, safety, and weather. The fourth section, on social studies, contains ideas for teaching citizenship, community studies, contemporary issues, economics, elections, general issues, geography, global perspectives, government/political science, history, and law. The fifth and most lengthy section covers special areas and recommends uses for newspapers for a number of purposes including art instruction, bulletin boards, career education, foreign languages, home economics, library skills, music, physical education, religion, scavenger hunts, study skills, and values. The sixth section covers teaching about newspapers and provides hints on introducing the newspaper, newspaper writing, and freedom of the press. The final section shows how classified advertisements, comic strips, photos, and sports pages can be used as teaching tools. The guide is illustrated and contains a glossary of newspaper terms. (SKC)

ED 281 227 CS 210 454

Millard, Thomas L.
Active Learning: The Equilibrium between Student Writing and Critical Thinking.
PUB DATE- Jan 86
NOTE- 12p.; Paper presented at the Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986). For the Proceedings of the conference, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Experiential Learning; Higher Education; Instructional Innovation; *Research Papers (Students); Scholarly Journals; Teaching Methods; Writing (Composition); Writing Exercises; *Writing for Publication; Writing Improvement; *Writing Instruction
IDENTIFIERS- Journal Articles; *New Jersey
Graduate students at Montclair State College (New Jersey) were given the option of writing a journal article for publication in lieu of composing a standard term paper. The students were instructed to write essays, not research-focused papers, since the requirements for the latter were too time-consuming and perhaps beyond students' level of experience. They were allowed to submit their articles to the journal of their choice, as long as they observed the journal's editorial requirements; protocol for submitting manuscripts was discussed in class. A professional writer spoke to the students about the review process and prepared them for the possibility of rejection by sharing with them his own experiences with failure. At the same time, the class was reminded that a rejection was not to be considered a failure, since editors often provided some instructive comments or reasons for the rejection. Further, students were also assured that the articles would be graded on the same basis as traditional term papers had been. In spite of initial student resistance, the article option proved extremely successful; student papers have been published in local, regional, and national publications, and, more importantly, students' confidence in their writing ability has soared. (AEW)

ED 281 294 EA 019 358

Larson, Elizabeth J. Hunt; Schrankel, Philipp Stephen
A Proposal for Community Involvement in Public School Planning. RR-55.
Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
PUB DATE- Jan 86
NOTE- 97p.; For a related document, see ED 280 185.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; *Community Involvement; Coordination; Decision Making; Demography; *Educational Planning; *Educational Trends; *Futures (of Society); *Long Range Planning; Prediction; Program Implementation; Questionnaires; School Districts
IDENTIFIERS- *Mesa Action Planning System; *Mesa Public Schools AZ; Scenarios
Planning to meet the needs of the future is a critical concern of an Arizona school district. The Mesa Action Planning System (MAPS) provides a framework for community involvement with a 200-member community-based planning committee, selected from constituent groups, and a 12-member steering committee. The planning committee will receive a summary of major external trends in the areas of life-style, social change, demographic shifts, economics, technology, employment, education, law, finance, and curriculum. In addition, materials from the detailed resource manual "Toward the Year 2000--An Overview of Major Trends Affecting Schools of the Future" will be presented. The committee will be asked to discuss the materials and use a questionnaire to: (1) evaluate the likelihood that the specified trends will happen, and when; (2) identify the challenges; and (3) suggest changes to the district. The results of the questionnaire, including sections mailed to a random sample of community residents, will be analyzed for strategic educational planning. The appendices comprise 90 percent of the document and contain the questionnaire, the executive summary of the resource manual, and the resource manual. Included are 29 references; 12 figures and 7 tables are distributed throughout the appendices. (MLF)

ED 280 992 CE 046 791

Holland, Geoffrey; And Others
The Responsive College Programme: A Progress Report.
Further Education Staff Coll., Blagdon (England).
PUB DATE- 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; Educational Improvement; *Educational Trends; *Education Work Relationship; Foreign Countries; *Instructional Materials; *Job Training; *Material Development; Postsecondary Education; Program Development; Program Effectiveness; Program Improvement; School Business Relationship; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *England; *Responsive College Programme (England)

The Responsive College Programme is a centrally funded and organized activity encompassing a varied range of 10 local projects in England from whose experience it is hoped to obtain lessons for public sector education and training. The central/local nature of the enterprise imposes both the necessity of operating within broad, general constraints to facilitate cooperation, exchange, and comparison, and of shaping individual projects to reflect local needs. The general aim is to foster greater customization in the delivery of training packages by involving clients in constructing such packages and evaluating their delivery, and subsequently making necessary changes in college and local education agency provisions. This document contains an overview of the Responsive College Programme and the following four papers, of which the first three were presented at a conference in the summer of 1986: "Responsiveness: A Two-Way Process" (Geoffrey Holland--Director, Manpower Services Commission); "An Industrial View of Training Needs" (John Berkeley--Manager, Training Planning, Austin Rover Group); "Responsiveness: An Industrial View" (Simon Sperrin--Chief Executive, Manchester Chamber of Commerce and Industry); and "The Responsive College Programme: The Product Cycle" (Ernest Theodossin--Deputy Director, Responsive College Programme, and project coordinators from various regions). (KC)

ED 281 046 CE 046 994

Cheu, Janey M. Y.; And Others
A Guide to Health Occupations. Teacher's Guide.
Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Jun 83
NOTE- 26p.; For the related student publication, see CE 046 995.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; Behavioral Objectives; *Career Exploration; *Career Planning; Educational Needs; Employment Opportunities; *Employment Qualifications; *Health Services; Learning Activities; *Medical Services; Secondary Education
This guide is intended to assist teachers in using a companion health career reference as a class text for introducing students to the health field. The first two sections describe the purposes and organization of the companion guide. Discussed next are ways of helping students explore health career opportunities and options and come to understand that both health careers and their personal and career goals will change over time. The third part deals with using the guide in the classroom and includes plans for conducting learning activities dealing with the following topics: the scope of the health field, health needs and trends, ways of combining skills and interests, health employment opportunities in the local community, procedures in planning a course of study, and skills and qualifications (and ways of highlighting these in job interviews and on job applications). The companion guide covers working in the health field and planning a career as well as opportunities and skill, interest, and educational requirements in occupations in clinical laboratory, dental, dietetic and nutritional, eye care, health administration, clerical and support, health education and community, information and communication, medical instrumentation and machine operation, medical, nursing and physician extender, pharmaceutical, and rehabilitation services. (MN)

ED 281 118 CG 019 852

Nielsen, Kathleen P.; Suess, James F.
Similarity of Personality Attributes for "Best Friends" of Lonely Students.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Friendship; Higher Education; *Interpersonal Competence; *Loneliness; *Psychological Patterns; *Self Esteem; *Social Desirability

Loneliness seems to be a significant clinical problem in American society and a nearly universal experience. If friends of lonely persons are themselves lonely and, hence, reinforce ineffective interpersonal styles or fail to model normative social behaviors, they may perpetuate a cycle of increasing loneliness. A study was conducted to explore personality attributes of the best friends of persons identified as state-, trait-, or non-lonely by scores on the Revised University of California at Los Angeles Loneliness Scale. It was hypothesized that best friends of college students would score similarly to their friends on measures of loneliness, social desirability, and self-confidence. Forty-eight undergraduate students and their same-sex friends completed measures of social desirability, self-confidence, and two versions of the loneliness scale. Findings support the hypothesis that the personality data of subjects' best friends would be similar to those of their own subject group. One implication of these results is that loneliness may be maintained, in part, by the choosing of friends who possess similar personality attributes. (Author/NB)

ED 281 254 CS 505 584

Ulrich, Walter, Ed.
Cross Examination Debate Association National Tournament Booklet of Judges, 1987.
PUB DATE- Apr 87
NOTE- 128p.; Statements of judges at the Annual National Cross Examination Debate Association Tournament (Baton Rouge, LA, April 4-6, 1987). Several pages may not reproduce well because of print size. For a related document, see CS 505 583.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Debate; *Evaluation Criteria; Higher Education; *Judges; *Persuasive Discourse; *Philosophy; Speech Communication
IDENTIFIERS- Cross Examination Debate Association

The judging philosophy statements of most of the judges at the 1987 National Cross Examination Debate Association Tournament are contained in this booklet. A short form on each judge details how long they have been judging and how many rounds of debate on the topic of the tournament they had previously judged. A longer form asks for information about their judging paradigms, their views on presentation of arguments by the affirmative and negative teams, and the roles of evidence, style, and delivery in their judging decisions. Samples of both forms are included. A list of all judges participating in the tournament is also included, and those judges for whom no judging philosophy statement could be located are indicated. The judging philosophies are presented alphabetically, and each judge addresses at least a subset of the questions on the forms. However, a few of the statements were prepared for other tournaments, and are more general. (SKC)

ED 281 321 EA 019 399

Wolfgang, Charles H.; Glickman, Carl D.
Solving Discipline Problems: Strategies for Classroom Teachers. Second Edition.
REPORT NO.- ISBN-0-205-08630-6
PUB DATE- 86
NOTE- 330p.; Supersedes first edition, ED 216 788.
AVAILABLE FROM- Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order Code H86309; $29.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behaviorism; Behavior Modification; *Behavior Problems; *Classroom Techniques; Decision Making; *Discipline; Elementary Secondary Education; Problem Children; Psychology; Social Development; *Student Behavior; Teacher Effectiveness; Teacher Role; *Teacher Student Relationship; Theories; Transactional Analysis

Teachers need to realize that they are the true professionals holding the real power for taking discipline actions in the classroom. This book offers a comprehensive resource guide of strategies, procedures, and possible actions. After an introductory chapter (1), section I deals with teacher beliefs on discipline in these chapters: (2) "Beyond Theory to Classroom Practice"; (3) "The Supportive Model: Gordon's Teacher Effectiveness Training"; (4) "The Communication Model: Berne and Harris's Transactional Analysis"; (5) "The Valuing Model: Raths and Simon's Values Clarification"; (6) "The Social Discipline Model of Rudolf Dreikurs"; (7) "The Reality Model of William Glasser"; (8) "The Behavior Modification Model"; (9) "The Assertiveness Model of Lee and Marlene Canter"; (1) "The Behaviorism/Punishment Model of Engelmann and Dobson"; and (11) "Strengths and Limitations of Today's Teacher Student Interaction Models." Section II looks beyond models to professional decisions in these chapters: (12) "Decision Making Based on an Eclectic Approach"; (13) "Decision Making Based on the Degree of Seriousness of Student Behavior"; (14) "Decision Making Based on Student Social Development"; and (15) "Decision Making Based on a Professional Team Approach." Section III, on discipline and classroom management, includes these chapters: (16) "Classroom Management: A Preventive Process"; and (17) "Conclusion: A Better Tomorrow." An appendix and index are included. (WTH)

ED 280 965 CE 046 758

Wilms, Wellford W.
Captured by the American Dream: Vocational Education in the United States.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 32p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Attitudes; High Schools; Influences; *Outcomes of Education; Program Effectiveness; *Public Opinion; *Public Support; *Vocational Education
IDENTIFIERS- *United States
Since its creation by federal legislation in 1917, vocational education in U.S. high schools has enjoyed a high level of public support. Recently, an increasing number of studies have begun to question the degree to which vocational education in the United States has had an economic payoff for its students. The fact that vocational education continues to flourish while evidence of its shortcomings mounts is thus puzzling. One answer lies in the American belief system, which exerts powerful yet hidden influences on vocational education and thereby insulates it from social demands for change. From its beginning, vocational education has been a logical extension of the American dream of getting ahead by one's own hard work. Vocational education's promises of equality of opportunity, reaffirmation of individual effort and self-determination, and emphasis on hard work and material success have won it loyal support among Americans that persists despite research indicating that its job placement and wage rates are not as high as once thought. It thus appears that, although the country's fundamental belief in vocational education was originally instrumental in developing and popularizing it, today this same belief may actually be impeding the adaptation of vocational education to contemporary needs. As rigidity replaces innovation, programs become increasingly separate from the larger educational enterprise, and narrow skill training is substituted for general education for students who can least afford the costs of being ill prepared. (MN)

ED 280 978 CE 046 771

Lauglo, Jon; Narman, Anders
Diversified Secondary Education in Kenya: The Status of Practical Subjects and Their Uses after School.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 27p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986). Light print, page 20, may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Developing Nations; Educational Research; Foreign Countries; *Industrial Education; *Occupational Aspiration; *Outcomes of Education; Secondary Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kenya
A study examined the status of industrial education (IE) subjects in 35 Kenyan academic secondary schools, the aspiration of students, and their destination after leaving the lower stage of the secondary system. Data sources were documentation, examination results, interviews with Kenyan and Swedish International Development Authority officials, observation of workshops during visits to IE schools, and surveys. Staff did not perceive IE as a "soft option" (easy to pass) or as being more suited for academically weak students. IE examination results were, however, on the average poorer than the results in English and mathematics. IE did attract students who do well in mathematics. Findings also showed that IE teachers are slightly more satisfied than their academic colleagues. Students who had experienced IE had a positive view of these subjects and exhibited great interest in continuing their education and in entering occupations of a technical/practical kind. One year after the "O" Levels examination, negligible differences in main activity (further education, employment, etc.) were found among ex-students with varying degrees of exposure to IE. (YLB)

ED 281 033 CE 046 909

Bilingual Vocational Education Needs Assessment Project.
Edgewood Independent School District, San Antonio, Tex.;
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 86
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Educational Improvement; *Educational Needs; *English (Second Language); *Limited English Speaking; Postsecondary Education; *Program Improvement; Secondary Education; Second Language Instruction; Spanish Speaking; State Programs; *Vocational Education; Vocational English (Second Language)

IDENTIFIERS- Texas

A study was conducted (1) to determine the need for vocational training among the limited English speaking (LEP) population in Texas; (2) to determine how many LEP students are being served by vocational programs; (3) to set priorities in the training areas; (4) to assess the need and type of support services required to keep LEP students in vocational education programs; and (5) to recommend a future course of action to improve service to LEP populations in the state. Information was gathered through two statewide surveys of vocational directors and students, interviews of key individuals involved in vocational education programs, and review of the literature and guidelines. The study found that only about 10 percent of the estimated 90,000 LEP secondary-age persons were enrolled in secondary vocational education programs, and few were enrolled in college-level programs. The study reported that bilingual vocational programs would help to serve this population. Trade and industrial education was the most desired area, and this area also had the highest enrollment. The need for support services such as bilingual guidance counselors, job placement assistance, and child care was reported by some students. As a result of the study, goals for improving the vocational education programs for LEP populations were established. They include the following: providing students with instruction in both English and their primary language, providing students with instruction in vocational English as a second language while students learn job skills, and facilitating participation in the mainstream of society. Recommendations were made for both secondary and postsecondary levels to meet these goals. Questionnaires for administrators and students are presented in the appendixes. (KC)

ED 281 133 CG 019 867

Larkin, Judith E.
Temperamental Correlates of Self-Monitoring.
PUB DATE- 10 Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Parent Attitudes; *Personality; *Personality Traits; Prosocial Behavior; *Self Evaluation (Individuals)
IDENTIFIERS- *Self Monitoring
Self-monitoring theory describes high self-monitors as persons who control their expressive behavior and self-presentation and who are sensitive to social cues for situationally appropriate behavior. Low self-monitors, in contrast, do not control their self-presentation and act more in response to internal dispositions than to social cues. A study was undertaken to explore the origins of self-monitoring by examining its relationship to temperament. Self-monitoring and temperament measures were completed by 36 college students; a retrospective measure of the student's temperament as a child was completed by each student's parent. The results revealed that parental retrospective ratings of a subject's sociability and activity as a young child were positively and significantly correlated with student's present self-monitoring score. Although students' self-ratings of temperament failed to predict self-monitoring, results from the Revised Dimensions of Temperament Survey (DOTS-R) revealed a strong pattern of relationships with self-monitoring. When students were classified as high or low self-monitors based on Self-Monitoring Scale scores, the dimension of temperament measured by DOTS-R correctly classified 91% of cases. These findings are encouraging for further research into the relationship between self-monitoring and temperament. (NB)

ED 281 214 CS 210 438

Ledingham, John A., Jr.
The Kindness of Strangers: Predictor Variables in a Public Information Campaign.
PUB DATE- Aug 87
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Donors; *Fund Raising; Humanitarianism; Mass Media; *Philanthropic Foundations; Predictor Variables; *Private Financial Support; Public Opinion; *Public Relations; Public Service; Surveys
IDENTIFIERS- Charitable Contributions; *Public Information Campaigns; United Way
A study examined the predictive power of four groups of variables in a public information campaign conducted by a charitable organization to raise funds. The variables related to contributions generally fell within four categories: attitudes, knowledge, promotion (which included both mass media and interpersonal communication), and demographics. Researchers constructed a survey questionnaire to gather information regarding these variables, and 501 subjects were randomly selected from the area telephone directory (only individuals who said they worked more than 30 hours per week qualified). Results supported findings of prior research that contributors were older, more educated, and had higher incomes than non-contributors. Attitudes were also closely related to giving but knowledge was not clearly related. Results indicated that a combination of the statistically significant variables from each group was a stronger predictor than any of the groups by itself, suggesting that additional, as yet unidentified, variables also seemed to be at work in the contribution decision making process. (Tables of data and 28 references are included.) (AEW)

ED 281 241 CS 210 478

Grunig, Larissa Schneider
Horizontal Structure in Public Relations: An Exploratory Study of Departmental Differentiation.
PUB DATE- Aug 87
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Employer Employee Relationship; *Horizontal Organization; *Management Systems; Marketing; Media Research; *Organizational Climate; Organizational Communication; Organizational Theories; *Public Relations
IDENTIFIERS- *Organizational Research
An exploratory study of horizontal organizational structure investigated how the tasks in a public relations department are apportioned and why the structure is as it is. J. E. Grunig and T. Hunt's taxonomy of horizontal structures, which served as the framework for the research, suggests that the following structures are typical: by public, by management process, by communication technique, by geographic region, by account executive system, by organizational subsystem, and by combination of these methods. All represent a division of labor within the public relations department on a single level of authority. Forty-eight

organizations in the Washington, D.C., area were surveyed--12 corresponding with each of the 4 cells in the Hage-Hull (1981) structural typology of organizations: traditional, mechanical, organic and mixed mechanical/organic. Eighty-seven public relations practitioners were interviewed, and their organizational publications were analyzed. Findings indicated that most public relations departments studied were organized by a combination of horizontal structures, predominantly by public, by technique, or by internal client. A few respondents reported a single horizontal structure, and about half said that their departments were significantly involved in marketing, advertising, or both. This was especially true for mechanical organizations, rarely occurring in traditional organizations. One major assumption was unsupported by the data: that horizontal structure of public relations departments would vary significantly by organizational type. No clear pattern of structure emerged. (A list of references is appended.) (NKA)

ED 281 281 EA 019 308

Year-Round Education Resource Guidebook: Planning for Effective Facility Utilization and Learning Enhancement.
San Diego County Office of Education, CA.
PUB DATE- May 86
NOTE- 221p.
AVAILABLE FROM- Graphic Communications, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111, Attn: YRE Resource Guidebook ($87.50 prepaid or purchase order).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Cooperative Planning; Educational Change; *Educational Facilities Design; Elementary Secondary Education; Enrollment Trends; Personnel Policy; *Policy Formation; Program Costs; *Program Development; Program Evaluation; *Program Implementation; School Community Relationship; *School Schedules; School Size; Student Needs; Student School Relationship; Teacher Administrator Relationship; Teaching Conditions; Track System (Education); *Year Round Schools

This resource guidebook provides planning and implementation models for year-round school schedules, including operational and instructional details. Section 1, "Statement of Needs," discusses California's overcrowded facilities, student retention, teacher compensation, and teacher shortage. "Planning Process Model," section 2, recommends methods for district-community cooperation and outlines short- and long-term models. Section 3, "Year-Round Education--A Rationale," addresses needs such as multitrack scheduling for overenrollment. Twelve plans, diagrammed in section 4, "Year-Round Education--Options," include the following: 45-15 single and multiple track, 60-20, 90-30, "concept 6," quinmester, five-track quarter, quarter, flexible all-year, and individual design and double sessions. Section 5, "Implementation Process Model," presents decisionmaking activities, including calendar determination, policy adoption, track organization, teacher selection, communication with community and staff, and program evaluation. "Operational Considerations," section 6, addresses facility design, administration and finance, personnel, and transportation. Section 7, "Instructional Considerations," concerns student scheduling, instructional levels, intersession programs, and daily operations. Evaluation methods are discussed in section 8, "Program Evaluation." Seven appendices, which comprise one-third of the guidebook, include questions and answers about scheduling, a community-based planning model, sample board policies, and sample letters and evaluation forms. (CJH)

ED 281 308 EA 019 373

Carroll, Joseph M.
The Copernican Plan: A Concept Paper for Restructuring High Schools.
PUB DATE- 22 Feb 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Change Strategies; Class Organization; Educational Change; Educational Environment; Educational Objectives; Grading; Graduation Requirements; *High Schools; Individualized Instruction; *Instructional Design; Instructional Improvement; Instructional Innovation; Learning Processes; Mastery Learning; *School Organization; Student Improvement; Teacher Student Ratio; *Time Blocks; Time Factors (Learning)
IDENTIFIERS- *Copernican Plan; *Excellence in Education
The Copernican Plan is a way to organize high schools on the basis of research and experience concerning more effective and efficient instruction. Research indicates that large-block scheduling has proven to be very successful. In the plan, each student will enroll in one class at a time for about 4 hours each day for a period of 30 days. An alternative is to enroll in two classes of about 2 hours each day for a trimester. Curriculum instruction and credits will be based on mastery of course objectives. A block of 60 to 70 minutes each day provides teachers and students additional time for extra help, study, and planning. In the afternoon students participate in seminars of approximately 70 minutes for credits that would be awarded on the basis of successful participation rather than on mastery or examinations. Five kinds of diplomas will be offered, each with different credit requirements. The Copernican Plan allows teachers to concentrate on the individual students rather than on whole classes. Additional requirements for each student are reliable attendance, reasonable conduct, and an individualized educational plan. Appended are 11 notes. (MLF)

ED 280 951 CE 046 714

Employment Training Panel Report to the Legislature.
California State Employment Training Panel, Sacramento.
PUB DATE- Nov 86
NOTE- 88p.; For a related document, see CE 046 715.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Level; Employment Patterns; *Employment Programs; *Job Training; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Retraining; Salary Wage Differentials; *Unemployment
IDENTIFIERS- California

The Employment Training Panel consists of seven representatives of business and labor who were appointed by the Governor of California and the state's legislature to administer funds transferred from the state unemployment insurance fund for job training. The panel is authorized to contract with employers and schools to conduct training that puts the unemployed back to work or that prevents unemployment from occurring in the first place. About half of the funds were allocated for persons who were still employed but likely to be laid off without retraining. The average trainee was a 32-year-old male who was married and had at least one child. Slightly more than one-half were white, 79 percent were male, and 50 percent had completed high school but had not attended college. The first long-term followup study of completers of three Employment Training Panel programs indicated that program completers experienced significant wage gains and drops in unemployment. To date, the training panel has sponsored a total of 359 projects that provided an average of 370 hours of training at a per-trainee cost of $2,444. A total of 30,042 enrollees have been served, with 16,559 completers being hired and 12,410 retaining employment for at least 90 days. Average posttraining pay was $7.94 per hour. (The report includes brief descriptions of the panel's training project contracts, and information on funds encumbered and authorized for encumbrance in fiscal year 1986-1987 and approved contract amounts by month for the period between July 1985 through October 1986.) (MN)

ED 281 006 CE 046 845

Missouri Comprehensive Guidance. A Model for Program Development and Implementation. Draft Document.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE- 86
NOTE- 50p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Educational Facilities; Educational Planning; Educational Resources; *Guidance Objectives; *Guidance Programs; Program Budgeting; *Program Development; Program Guides; Program Implementation; School Counselors; *School Guidance; Secondary Education; *State Programs
IDENTIFIERS- *Missouri

This document describes a proposed model for comprehensive guidance programs to be implemented in secondary schools in Missouri. The model, which will be revised and refined as needed, has three major sections. The first section contains the structural components that are required to carry out a comprehensive guidance program. These components are definition, facilities, advisory council, resources, staffing patterns, and budget. The second section contains the program components that are required to deliver direct programming to students, staff, and parents. These components are guidance curriculum, individual planning, responsive services, and guidance system support. The third section focuses on the implementation of the guidance program. Blank forms and guidelines are provided to help the guidance counselor begin to plan and put the program in place. Also included are competency statements for each topic of the guidance program. (KC)

ED 281 020 CE 046 872

Consumer Expenditure Survey: Interview Survey, 1984. Bulletin 2267.

Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Aug 86
NOTE- 122p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Consumer Economics; Costs; Day Care; *Demography; *Expenditures; *Income; Older Adults; Purchasing; Taxes; *Urban Population
IDENTIFIERS- Consumer Expenditure Survey; United States

This bulletin presents detailed income and expenditure data for 1984 from the interview component of the ongoing Consumer Expenditure Survey. Data in this bulletin are for the urban population. Text tables include the following: (1) annual expenditures of urban consumer units, and percent change in consumer expenditures, Interview Survey and Consumer Price Index, 1983 and 1984; (2) percent change in real consumer expenditures, real gross national product, unemployment rate, and Consumer Confidence Index, 1980-84; (3) income and expenditure indexes for selected Standard Metropolitan Statistical Areas (SMSAs), 1982-83; (4) annual mean expenditures of urban husband and wife consumer units classified by income before taxes and number of earners; (5) population age 65-74 and 75 and over, selected years, 1980, and projected 2000-40; (6) selected characteristics and shares of total expenditures of the population 65-74 and 75 and over; (7) income and attitudes toward income, 1982; and (8) average annual income and expenditures by income quintile and expenditure quintile. Charts show the following: average annual expenditures for day care and baby sitting by consumer units age 25-34, 1980-84; average annual expenditures for cable television and percent reporting, 1980-84; and percent distribution of total expenditures of consumer units with reference person over 65. Reference tables cover the following: selected characteristics and annual expenditures of urban consumer units, 1984, classified by quintiles of income before taxes, quintiles of total expenditures, income before taxes, age of reference person, size of consumer unit, composition of consumer unit, number of earners in consumer unit, housing tenure and by race of reference person, and region of residence. Appendices comprising about half the document provide the following: (1) a glossary; (2) a discussion of survey methods; and (3) tables giving selected characteristics and annual expenditures of urban consumer units, classified by selected SMSAs in four regions of the United States, 1980-81 and 1982-83. (KC)

ED 281 061 CE 047 036

Learning Again. A Guide to Helping Dysphasic Adults with Basic Communication Skills.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-43-2
PUB DATE- Jun 84
NOTE- 59p.; The use of gray backgrounds for the assessment and other forms may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Aphasia; Case Studies; *Communication Disorders; *Communication Skills; Educational Diagnosis; Educational Needs; Foreign Countries; Needs Assessment; Postsecondary Education; Rehabilitation; Skill Development; *Speech Therapy; Student Evaluation; *Tutoring
IDENTIFIERS- *Dysphasia

This guide is intended to assist individuals (including therapists, relatives and friends, and volunteer and paid tutors) who are attempting to help adults relearn communication skills lost through stroke or accident. The first section examines dysphasia and the needs of dysphasics in an attempt to help the layperson understand the causes of dysphasia and its effects on a person's ability to communicate. A section on assessment covers initial and formal assessment, reassessment, and prognosis. It provides guidelines for assessing students' skills in the areas of understanding, speech, reading, and writing; discusses the need to record assessment finding; and describes making effective tutoring plans. The next section covers using a tutoring plan and examines the areas of understanding, speech, reading, and writing in general terms. Four case studies and appropriate teaching strategies for use in each situation are presented in the next section. Provided next is a list of books and materials that tutors working in the field of dysphasia have found useful. A tutorial project to help dysphasic adults that is operating in Essex, England, is described with special emphasis on the details of setting up service delivery (including necessary liaisons, ways of finding and using helpers, training for tutors, student recruitment, difficulties in finding appropriate transport, and possible organizational patterns). Concluding the guide is a list of useful references and addresses. (MN)

ED 281 076 CG 019 809

Oversight Hearing on the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session (June 19, 1986). Serial No. 99-147.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 87

NOTE- 100p.; Serial No. 99-147. Some sections use small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; Children; *Community Programs; *Delinquency; *Delinquency Prevention; *Federal Aid; Federal Legislation; Hearings; *State Programs; Youth Problems; *Youth Programs

IDENTIFIERS- Congress 99th; *Juvenile Justice Delinquency Prevention Act 1974

This document contains witnesses' testimonies and prepared statements from a Congressional hearing called to discuss successful programs and approaches to serving youth more effectively in the field of juvenile justice. In his opening statement, Representative Dale Kildee emphasizes that much of the progress made in the field of juvenile justice is due to the Juvenile Justice and Delinquency Prevention Act. Witnesses providing testimony include: (1) Patricia Cuza, director, Michigan Office of Criminal Justice; (2) Edward Loughran, commissioner, Massachusetts Department of Youth Services; (3) Luke Quinn, judge of probate and chairman, Subcommittee on Juvenile Justice, National Association of Counties, Flint, Michigan; (4) Ira Schwartz, senior fellow, Center for the Study of Youth Policy, Hubert H. Humphrey Institution of Public Affairs, University of Minnesota; and (5) C. Ronald Stromberg, director, Utah Division of Youth Corrections. Prepared statements and supplemental materials provided by witnesses are included, along with letters to the subcommittee from Martha Norris Gilbert, director, Virginia Department for Children; Lynn Lyss, Midwest State Advisory Group Coalition; and Michael Stringer, director, Ohio Governor's Office of Criminal Justice Services. Appended is a Community Research Associates profile publication entitled "The Michigan Holdover Network: Short Term Supervision Strategies for Rural Counties." (NB)

ED 281 090 CG 019 824

Holcomb, Carol Ann
Home Pregnancy Test Kits: How Readable Are the Instructions?
PUB DATE- 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Pregnancy; *Readability; *Readability Formulas
IDENTIFIERS- *Direction Following; *Home Pregnancy Test Kits
At the conclusion of their study on home pregnancy test kits, Valinas and Perlman (1982) suggested that the instructions accompanying the kits be revised to make them easier to read. A study was undertaken to determine the readability of the printed instructions accompanying five home pregnancy test kits (Daisy II, Answer, Acu-Test, Predictor, and e.p.t.) available in the United States and the degree of correlation of selected formulas (Flesch Reading Ease, Revised Dale-Chall, Fog Index, SMOG Grading, and Fry Graph) in measuring levels of reading difficulty for short, nontext publications. The mean reading grade level for Daisy II, Answer, and Acu-Test was found to be grade 7. For e.p.t. the mean reading grade level was grade 8 and for Predictor the mean reading grade level was grade 9. The correlations between sets of readability scores ranged from r=.40 to r=1.00, indicating a moderate to high degree of similarity in measuring level of reading difficulty for short, nontext publications. These findings suggest that all five instruction leaflets are readable for adults who have at least a seventh grade reading skill, but that the use of unfamiliar technical terms and certain polysyllabic words could reduce the clarity of the directions for some readers. (Author/NB)

ED 281 104 CG 019 838

Strube, Michael J.
Performance Attributions and the Type A Behavior Pattern: Causal Sources Versus Causal Dimensions.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.
PUB DATE- Aug 86
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
GRANT- BRSG-S07-RR07054-17
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Patterns; College Students; Failure; Higher Education; *Individual Differences; *Locus of Control; *Personality Traits; Self Evaluation (Individuals); Success
IDENTIFIERS- *Type A Behavior; *Type B Behavior
Past research has produced conflicting results concerning the manner in which Type As and Bs make attributions following success and failure. Some studies find that Type As are more likely than Type Bs to blame themselves for all outcomes, particularly failure. Other research indicates that Type As are more self-serving in their post-performance attributions. Research indicating more self-blame by Type As typically uses a causal source approach, that is, subjects are asked to indicate the extent to which common causal sources (e.g., ability, effort) produced the outcome. Assumptions are then made about the causal dimensions (e.g., internality, stability) that underlie the attributions. The causal dimension approach, used in studies that find Type As to be more self-serving than Type Bs, assesses the dimensional structure of causes directly. One possible explanation for the divergence in results is that Type As and Bs differ in their interpretations of the dimensional structure underlying common causal sources, with Type As interpreting those causes in a more self-serving manner. To test this hypothesis, 76 undergraduates classified as either Type As or Type Bs were induced to succeed or fail at anagram solving problems and then completed an attribution scale where the causal sources of ability and effort were rated on three dimensions (internality, stability, generality). Results provided support for the hypothesis in that Type As interpreted the dimensional structure of ability and effort differently than did Type Bs and in ways that were more self-serving. (Author/NB)

ED 281 119 CG 019 853

Rands, Marylyn
Facilitation and Interference in College Roommate Relationships: An Index of Compatibility.
PUB DATE- 25 Aug 86
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Housing; *College Students; Females; Higher Education; *Interpersonal Attraction; *Interpersonal Relationship
IDENTIFIERS- *Compatibility (Social); *Roommates
Compatibility has recently been conceived as the degree to which partners either facilitate or interfere with each other's interaction goals. Compatability is thus perceived as an on-going process, rather than an end state. A study was conducted to develop an index of compatibility based on pair interaction, where compatibility is conceived as the degree to which partners facilitate each other's goals (Levinger & Rands, 1985). For two semesters, 13 female roommate pairs weekly reported their two most important relationship interactions and filled out a variety of questionnaires assessing similarity, conflict, emotional involvement, satisfaction, and leisure time. A Facilitation/Interference (F/I) Ratio was created from ratings of the weekly events to represent roommates' compatibility, and this index was compared to two other measures of compatibility, Demographic Similarity and Personal Similarity. By second semester, compatible roommates, based on the F/I Ratio and Personal Similarity, reported their conflicts to be fewer in number, less frequent, less important, and less intense than did incompatible roommates. They also reported fewer unilateral problem-solving attempts, more satisfaction with the roommate, and more leisure time spent together than did incompatible roommates. (Questions regarding the measure and method are explored and future directions suggested.) (Author/NB)

ED 281 147 CS 008 750

Maria, Katherine
The Metacognitive Reading Journal: A Tool for Teacher Change.
PUB DATE- Oct 86
NOTE- 20p.; Paper presented at the Annual Meeting of the College Reading Association (30th, Knoxville, TN, October 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Objectives; Graduate Study; Learning Processes; Learning Strategies; *Metacognition; *Reading Comprehension; Reading Processes; Reading Research; Reading Skills; *Reading Strategies; *Teaching Methods
IDENTIFIERS- *Journal Writing; *Teacher Researchers
Teachers enrolled in a graduate reading course on the latest research in comprehension and instructional techniques were asked to keep a metacognitive journal instead of writing a traditional term paper. The journal provided the 32 teachers with the opportunity to become aware of the strategies that they use in processing difficult material, specifically, a scholarly article on reading comprehension. The strategies were then examined and classified into three main categories: (1) those related to hypothesis generation (mainly predicting and skimming); (2) those for remediating comprehension difficulties (mainly rereading); and (3) those for holding attention (mainly underlining, annotating, taking notes, and reciting parts aloud). The wide range in length of the teachers' summaries of the article suggested problems in the summarizing directions. What began as a useful classroom assignment has led to a consideration of the whole issue of what teachers will teach when they model reading and summarizing strategies for their students in the classroom. Future studies will use taped protocols, and will compare strategies used in summarizing long and short texts. (References and directions for the reading journal assignment are included.) (NKA)

ED 281 161 CS 008 770

Halpern, Honey
Contemporary Canadian Children's Literature for the Intermediate Grades: A Whole Language Approach.
PUB DATE- May 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (7th, Vancouver, British Columbia, Canada, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Canadian Literature; Childrens Literature; *Class Activities; Group Activities; *Individualized Reading; Intermediate Grades; Reader Response; Reading Comprehension; Reading Habits; *Reading Instruction; Reading Materials; *Reading Material Selection; Reading Programs; Reading Writing Relationship; Student Projects; Teaching Methods
IDENTIFIERS- *Journal Writing; *Whole Language Approach
Teachers must make sure that the right book gets to the right child at the right time in order to develop positive reading habits. However, once a book is selected, students should be encouraged to think about what they are reading and use the story to evaluate and enrich their personal knowledge. Two classroom programs that use the whole language approach to reading are (1) an individualized and/or group reading and response program and (2) journal writing as a response to literature. For students who work well independently, the first program uses varied project ideas that do not represent the easiest option--such as preparing a television commercial to try to get others to buy the book, writing a letter to a character in the book, designing a book jacket, finding and playing music to accompany a scene from the book, or making a time line with illustrations of events. In the second program, the students keep a structured journal as they read a novel. In the journal, the students should be encouraged to detail their personal responses, research topics introduced in the novel, describe themes and characters, include creative writing of their own, and write a letter to the book's author. Writing and having someone read and respond can generate an English program that achieves cognitive and affective results. (Appendixes include an extensive bibliography of Canadian children's literature, a reading record, a list of projects, and suggested readings on the whole language approach. Seven references are also included.) (NKA)

ED 281 174 CS 008 784

Cohen, Paul; Hills, Tynette

Improving Students' Abilities to Read and Think. A Resource Guide for Reading Teachers of Junior High School Students.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Jun 85
NOTE- 199p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Evaluation Criteria; Junior High Schools; Learning Processes; Program Effectiveness; *Reading Ability; Reading Diagnosis; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Programs; *Reading Strategies; Reading Teachers; Standardized Tests; *Teacher Role; Teaching Guides; Teaching Methods
Intended to help junior high school teachers make the best possible decisions about how to meet the needs of students with reading difficulties, this guide describes instructional strategies and explains how they may be used with students of varying abilities. The introductory section of the guide sets forth its purposes and organization, while the second section, "Challenges for Teachers of Reading," examines contemporary views of reading, the relationship of reading to the thinking process, and current trends and issues in instruction. The third section, "Teaching Strategies to Assist Pupils to Higher Levels in Reading," presented in three parts, offers ideas from research to enrich preactive, interactive, and evaluative reading instruction. The fourth section of the guide, "Teaching Specific Skill Clusters," contains an analysis of required intellectual processes and suggested steps for addressing skills in which low-achieving seventh and eighth grade students are most likely to be deficient. The guide also includes an extensive reference section of resources to help in instructional planning, in measuring pupil proficiencies, and in further study. Specific items in this section are sample questions from the New Jersey "High School Proficiency Test," taxonomies of educational objectives and related questioning techniques, and brief descriptions of New Jersey's effective programs for reading and thinking. (FL)

ED 281 187 CS 008 803

Durkin, Dolores
Testing in the Kindergarten. Technical Report No. 400.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 9p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Basal Reading; Beginning Reading; *Kindergarten; Phonics; Primary Education; Reading Ability; *Reading Achievement; *Reading Diagnosis; *Reading Readiness; Reading Research; *Reading Tests; Student Placement; Teacher Attitudes; Test Reliability

Academic testing observed in a year-long study of kindergarten classes in 15 districts was primarily concerned with whether children were succeeding with the content of a basal reader readiness workbook that essentially dealt with phonics. Such success was viewed as a prerequisite for the first preprimer in the basal series, the use of which generally marked the beginning of the first-grade reading program. Developmental testing (exemplified in Gesell's "School Readiness Test") was also undertaken before the start of kindergarten, reinforcing the belief that not all the five-year-olds were ready for kindergarten. If the child received low scores, a special "motor class" was usually recommended instead of a regular kindergarten. Academic tests were used primarily as information in reporting the children's progress. Clear evidence that the abilities of certain children were beyond current instruction resulted more often in negative reactions than in suitable challenge. Instead of programs being adapted to children, the children had to adapt to the program. The fact that observed programs were not more eclectic in their approach to reading was disappointing, given the likelihood that children who did not "make it" with whole class instruction in phonics might have enjoyed success if other possibilities were available. The observations suggest that existing practices in kindergarten merit reform if large numbers of five-year-olds are to be kept from failing with reading before they have even had a chance to get started. (Eleven references are included.) (NKA)

ED 281 200 CS 210 417

Schuster, Charles I.; And Others
Trends and Issues in English Instruction, 1987--Seven Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English and the NCTE Standing Committee against Censorship.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 87
NOTE- 22p.; For the 1984-1986 Trends and Issues Reports, see ED 240 606, ED 252 881, and ED 267 413, respectively.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; *Curriculum Development; Educational Media; Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; Language Standardization; Language Usage; *Literature Appreciation; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Educational Issues

Information on current trends and issues in English instruction, compiled by directors of the following National Council of Teachers of English groups, is presented in this report: Commission on Composition (Charles I. Schuster); Commission on Curriculum (Eileen Lundy); Commission on the English Language (James C. Stalker); Commission on Media (David England); Commission on Reading (Dorothy J. Watson); Commission on Literature (Gladys Veidemanis); and Standing Committee against Censorship (John M. Kean). Some of the topics discussed include journal writing, test development and administration, teacher evaluation, class size, computer uses in education, language variation, bilingual education, phonics, state adoption of textbooks, preservice preparation programs for elementary language arts teachers, mass media in the English curriculum, basal readers, teacher empowerment, censorship, and the separation of teachers of literature from teachers of writing. (SRT)

ED 281 228 CS 210 456

Malloy, Thomas E.
Principles for Teaching Cognitive Strategies: The Case of Spelling.
PUB DATE- 7 Apr 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *English Instruction; Higher Education; *Imagery; Learning Strategies; Listening Comprehension; *Spelling Instruction; *Teaching Methods; Word Lists
IDENTIFIERS- Dilt (Robert); Generative Processes; Spelling Patterns; Visual Cues

Focusing on the sequence of cognitive processes of spellers of varying ability, a study evaluated the effectiveness a teaching package that adapts Robert Dilt's spelling strategy to the college classroom. Subjects, 25 students from an introductory level psychology class, were divided into three groups, each of which participated in two one-hour sessions involving spelling pretests and posttests. One experimental group was trained in a generative spelling strategy using visual imagery, another was taught standard spelling rules, and the control group received no training. Analysis of results indicated that the spelling of both experimental groups improved considerably more than that of the control group, but that the generalization of training to new spelling lists was only effective with the group trained in the use of visual imagery. (The usefulness of parallel visual and phonetic spelling strategies is discussed, and the spelling package is used as an example to discuss several general theoretical principles in designing methods to teach cognitive strategies. A figure illustrating the test results and three pages of references are included.) (JD)

ED 281 255 CS 505 587

Chamberlain, Robert G.
Storytelling Taught as Rhetorical Act.
PUB DATE- 16 Nov 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographies; *Course Content; Folk Culture; Graduate Study; Higher Education; *Narration; Public Speaking; *Rhetorical Invention; *Story Telling; Teaching Methods; Writing Exercises

An upper-division graduate level course at a Northwestern university teaches storytelling by using a rhetorical approach. Students submit three story summaries in assigned format at each class session. Each summary includes a statement of the point or moral of the story, a complete bibliography, and a listing of the story's source. The assignment supplies the beginnings of a bibliography which, if continued, will provide good background for future story-telling. It also focuses attention on plot lines, offering a coherent view of the story itself, independent of character and scene. Repetition at this fairly intensive level establishes a habit pattern, and continuing the repetition with less intensity helps to cement the habits over time. Another popular assignment is an actual storytelling performance; in preparation, students submit tellers' outlines (comparable to the kinds of outlines used in public speaking courses) which include: (1) audience analysis--for whom is the story intended? (2) purpose; (3) bibliography; (4) introduction--the means by which the audience will receive a story and perceive its meaning; and (5) summary, including some reference to character development and scenic elements. Grading of all these elements emphasizes rhetorical factors such as audience adaptation, coherence of the planned presentation, and evidence of systematic thought. (Fifty references are appended.) (AEW)

ED 281 268 EA 019 255

Verstegen, Deborah A.
The Lawmakers Respond: Texas Education Finance Reform (Part II). Correlational and Equity Analyses of Current Law with Cross-Time Comparison.
PUB DATE- Mar 87

NOTE- 82p.; Paper presented at the Annual Meeting of the American Education Finance Association (Washington, DC, March 25-28, 1987). For Part I, see ED 264 651. Small print in Appendix A may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Correlation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; Expenditures; *Foundation Programs; School Funds; School Law; Scores; *State Aid; State Legislation; State Programs; Tables (Data); Tax Allocation; Teacher Salaries
IDENTIFIERS- *Education Opportunity Act 1984 (Texas); Texas; Texas Foundation School Program
Wide scale reform in Texas education financing was enacted in 1984 under the Equal Education Opportunity Act (Texas House Bill 72). This paper examines the reform through an analysis of the newly enacted weighted pupil Foundation School Program (FSP) during the 1985-86 school year. Two modes of inquiry were used: correlational analysis between variables considered to be relevant to the financing program, and an equity framework that employed various measures and techniques. Pearsons product moment correlations were derived for approximately 45 variables and grouped into major areas that included revenue and wealth, tax rates, teacher salaries, test scores, foundation program elements, and special program pupils. The measurement of equity required adjustment to that portion of the FSP that provides unequal expenditures for unequal needs such as the special program cost differentials of compensatory education, special education, vocational education, bilingual education, and gifted and talented education. The adjustment calculations are detailed and the measures utilized for the determination of equity presented. The analyses showed that a large portion of difference in total state and local revenue per pupil in Texas appears to be confined to approximately one-half of one percent of Texas students, or less. Appended are 44 footnotes, 17 tables and 4 figures that provide the numerical data, and an appendix that lists values for selected variables. (MLF)

ED 281 295 EA 019 359

Green, Charles A.
Evaluation of the 1984-85 High School Intervention Center Program.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Nov 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Attendance; Attendance Patterns; Demonstration Programs; *Educational Assessment; Federal Programs; High School Students; Individualized Education Programs; Interviews; Program Effectiveness; *Program Evaluation; Questionnaires; Secondary Education; Student Attitudes; Student Behavior; Student Needs; *Student School Relationship; Summative Evaluation; Teacher Improvement
IDENTIFIERS- *Detroit Public Schools MI; *Education Consolidation Improvement Act Chapter 1
This report presents findings of a two-part evaluation study of the 1984-85 High School Intervention Center Program operational for 11 Detroit, Michigan, schools. Evaluation of program impact on students' attendance and scholarship and a process evaluation of program strengths and weaknesses were conducted by data comparison and by participant questionnaires and interviews. The programs, established for students performing below grade level in English and mathematics and exhibiting truancy, targeted 9th and 10th graders for improvement in basic skills. Students enrolled for one semester in language arts, mathematics, and group guidance courses conducted at 11 centers. The focus was on student needs in small group settings and developing self-awareness and problem-solving skills. Major findings, listed in tables, are as follows: (1) Students' school attendance (36 percent absence rate) showed no improvement after program participation; (2) attendance at centers was higher than at school; (3) attendance of 111 students (45 percent) improved, but that of 136 students (55 percent) did not improve; (4) the program had little influence on academic achievement; and (5) students praised staff for efforts to improve attendance. Excerpts of responses to interview questions are provided in the report's process evaluation findings. Recommendations include students taking classes in their regular grade, improved screening and placement of students and program teachers, program extension to two semesters, and developing an attendance policy. (CJH)

ED 280 966 CE 046 759

Corvalan, Oscar
Trends in Technical-Vocational and Secondary Education in Latin America.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 60p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986). Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Educational Development; *Educational History; *Educational Trends; Foreign Countries; Political Issues; Regional Characteristics; Secondary Education; Social Change; *Technical Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *Latin America
The development of secondary education in Latin America has been more heterogeneous than in many other parts of the world. As late as the period between the two world wars, secondary education was largely concerned with preparing the national elites to take over privileged positions. Following World War II more attention was given to extending opportunities to enroll in secondary education. The tendency has been to attempt diversification of secondary education while remaining basically unchanged in terms of core curriculum, teaching force, facilities, and students' sociocultural background. With the sole exception of Cuba, and to some extent Nicaragua, no other Latin American countries have attained a diversification of their entire middle-level educational systems. Although compulsory vocationalized components have been introduced into the core curriculum of secondary education in several countries, most countries in the region continue to have parallel vocationalized systems with a predominant academic or general secondary education. Prevocationalization is more often understood by children as a hobby than as an initiation to technology and the world of work. Only about one-fourth of children will reach the upper level of secondary education, and these will continue to see themselves as a privileged group headed to the university. The importance ascribed to and development of vocational-technical education in the individual countries comprising Latin America must be viewed against existing social, economic, and political structures within the individual countries. (Nineteen tables and a nine-page bibliography are included.) (MN)

ED 280 979 CE 046 772

Gustafsson, Ingemar
Diversified Secondary Education in Botswana and Zimbabwe. Goals and Constraints of Two Experimental Programmes.
London Univ. (England). Inst. of Education.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Vocationalising Education Conference (London, England, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Change; *Community Development; *Developing Nations; Economic Development; *Educational Change; Foreign Countries; Models; Program Descriptions; Secondary Education; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Botswana; *Zimbabwe
This paper describes two programs in Botswana and Zimbabwe in which manual work forms an integral part of the educational program. It analyzes their objectives and structure and discusses constraints against the background of socioeconomic change in the two countries. Differences are identified and discussed. The first two sections deal separately with the two programs: the three secondary schools initiated by P v Rensburg in Botswana in the mid-1960s and the eight secondary schools opened in Zimbabwe for ex-refugees after independence. (These schools, which strictly speaking are government schools, work under the umbrella of the Zimbabwe Foundation for Education with Production, ZIMFEP, and are known as the ZIMFEP schools.) The third section makes a comparison between the two programs. It discusses how external factors influence and determine educational reform work in Botswana and Zimbabwe. (YLB)

ED 280 993 CE 046 793

Zukas, Miriam, Ed.
Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA). Papers from the Annual Conference (15th, Sheffield, England, 1985).
Leeds Univ. (England). Dept. of Adult and Continuing Education.; Standing Conference on Univ. Teaching and Research in the Education of Adults.
PUB DATE- 85
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; Adult Literacy; Andragogy; Computer Assisted Instruction; *Continuing Education; Curriculum Development; Educational Objectives; Educational Practices; Educational Research; *Experiential Learning; Family Life Education; Higher Education; International Cooperation; *Lifelong Learning; Literacy Education; Nursing Education; Postsecondary Education; *Professional Continuing Education; Program Administration; School Counseling; School Role; Social Work; Volunteers; *Womens Education
The focus of the conference was on the changing curriculum on continuing education, with special attention to women's education, professional education, and life experience. The following papers from the conference are included in this compilation: "Continuing Education" (Stoddart); "Women's Education and the New Technology" (Gerver); "Women in Technology Project" (Swarbrick); "Curricular Innovations in Women's Adult Education 1865-1900" (Bird); "Adult Education and the Family: An Examination of the Practice of Gender Construction" (Keddie); "Questions of Continuing Education" (Jarvis); "Continuing Professional Education--A Comparison of Industrial and Academic Perspectives" (Paisley); "The Development of a Degree in Nursing Studies in the German Democratic Republic" (Hancock); "Social Work and Adult Education" (Hale and Coull); "Learning from Experience through the Lifespan" (Boreham); "The Social Construction of Adulthood and the Adult Education Curriculum" (Stone); "Andragogy: A Review of the Term" (Conway); "Computers--Mainframes and Micros--in Educational Guidance Services for Adults" (Taylor); "Industrial Studies Teaching in University Adult Education Departments" (Spencer); "Structures, Procedures, and Assumptions in Universities and Their Effect on the Development of PEVE (Post Experience Vocational Education)" (Garbett and Wellings); "Adult Education as Political Detoxification" (Brookfield); "Voluntary Participation and Leadership" (Rossing); "Administrative Concerns in Literacy Voluntarism" (Ilsley); and "Re:Framing: Hegemony and Adult Education Practices" (Marino). A list of conference participants is included. (MN)

ED 281 047 CE 046 995

Cheu, Janey M. Y.; And Others
A Guide to Health Occupations.
Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Jun 83
NOTE- 250p.; For the related teacher's guide, see CE 036 994.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations; *Career Exploration; *Career Planning; Clerical Occupations; Community Health Services; Dental Assistants; Dietitians; Educational Needs; Employment Opportunities; *Employment Qualifications; *Health Services; Home Health Aides; Hospital Personnel; Institutional Administration; Medical Assistants; Medical Laboratory Assistants; Medical Record Administrators; *Medical Services; Medical Technologists; Nursing; Occupational Therapists; Optometrists; Patient Education; Physicians Assistants; Practical Nursing; Secondary Education
This guide is intended to familiarize secondary students with the variety of occupational opportunities in the health field. It may be used in one of three ways--as a health career reference for guidance counselors, career counselors, teachers, and students; as a guide to introduce students to the health field; or as a text for career education. The guide is organized into five parts. The introductory part covers thinking about a career and establishing career goals, career opportunities and the question of training, and steps in using the handbook. Seven different health care settings are described in section 2. The third section describes several occupations in each of the following clusters: clinical laboratory, dental, dietetic and nutritional, eye care, health administration, clerical and support, health education and community, information and communication, medical instrumentation and machine operation, medical, nursing and physician extender, pharmaceutical, and rehabilitation services. The fourth part, which deals with planning a career, covers discovering personal attributes and goals, decision making, employment opportunities, educational requirements, and flexibility in planning. Section 5 provides a 12-page list of printed and audiovisual resources. Appendixes include a list of professional organizations and definitions of various worker and people functions and operations involved in the health occupations described. (MN)

ED 281 134 CG 019 868

Madonna, Stephen, Jr.; And Others
Relationship between Self-Concept and Locus of Control in Grade School Children.
PUB DATE- 87
NOTE- 8p.; Paper presented at the Annual Convention of the Mississippi Academy of Science (Jackson, MS, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Intermediate Grades; *Locus of Control; Personality Traits; *Preadolescents; Relationship; *Self Concept; Student Attitudes
Several investigators have proposed that locus of control has a significant effect on several aspects of classroom behavior. Horak (1979) found that children with a high self-concept tended to be internally controlled, whereas children with a low self-concept tended to be externally controlled. The present investigation sought to further examine the relationship between locus of control and self-concept. Fourth- and fifth-grade students (N=107) were administered the Piers-Harris Children's Self-Concept Scale (P-H) and the Nowicki Strickland Locus of Control Scale for Children (N-S) in a group format. The results indicated a non-significant negative relationship between the N-S Total Scale and the P-H ($r(105) = -.1248$, $p>.05$). These results, although non-significant, suggest a trend toward high self-concept in internally oriented children. (Author/NB)

ED 281 215 CS 210 439

Walling, Donovan R.
A Model for Teaching Writing: Process and Product. Fastback 256.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-256-9
PUB DATE- 87
NOTE- 34p.; This publication was sponsored by the Chicago, Illinois Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Models; *Peer Evaluation; Spelling Instruction; Student Writing Models; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Writing
Intended to help teachers understand the complexities of the writing process, this pamphlet offers a model for writing conceptualized in three phases: stimulus, process, and product. The process phase is then examined from the perspectives of: consciousness, speed and elaboration, and mental/physical interaction. The following implications for writing instruction are discussed: (1) teachers should not make assumptions about the process characteristics of their students; (2) students need to understand their own, personal process characteristics; (3) teachers can suggest, demonstrate, and model process options for students; and (4) teachers can expand opportunities for students to examine others' processes by structuring collaborative writing and editing activities. Collaborative writing and editing are also discussed in separate sections. Finally, the pamphlet describes the benefits of selective correction of student writing and ways to use writing for spelling improvement. A list of references and suggested resources is appended. (SRT)

ED 281 309 EA 019 374

Estes, Dwain M.; Crowder, David
The Baylor Principals' Center: Developing Leadership through Quality Programs.
PUB DATE- 20 Feb 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; Elementary Secondary Education; Financial Support; Instructional Improvement; *Instructional Leadership; *Management Development; Principals; *Professional Development; *Program Descriptions; Program Evaluation; State Standards; Training Methods; Workshops
IDENTIFIERS- *Baylor Principals Center TX
The Baylor Principals' Center in Waco, Texas, offers programs in the Texas cities of Waco, Corsicana, and Killeen. Advanced instructional leadership training workshops consist of 12 hours of training. Incorporated into the meetings of the instructional leadership sessions are collegial circles made up of from six to eight people assigned in a cross-district job-alike format who share their ideas about common concerns, and who have input into the programs and activities of the center. The latest information from the Texas Education Agency is shared at meetings where meals are served. During the 1985-86 school year topics such as discipline management, the new Texas Teacher Appraisal System, and promotion and retention policies were discussed. Major speakers are scheduled to address the members four times a year, and monthly meetings of principals are held in the three cities. Past experiences with these programs are evaluated and information is provided concerning funding for the programs, press coverage, and relationship to Baylor University. The report concludes with a 15-statement list of things learned that would be beneficial to others interested in developing similar centers as well as a summation of the center's goals to help principals grow personally and professionally. (MLF)

ED 281 322 EA 019 401

Candoli, I. Carl; And Others
School Business Administration: A Planning Approach. Third Edition.
REPORT NO.- ISBN-0-205-08152-5
PUB DATE- 84
NOTE- 421p.
AVAILABLE FROM- Sales, Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 (Order Code H81524; $35.95; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Guides; Administrator Role; Budgeting; *Business Administration; Educational Planning; Elementary Secondary Education; Information Processing; Information Systems; Insurance; Management Systems; Personnel; Purchasing; *School Accounting; *School Administration; *School Business Officials; Services
The school business administration function in the operation of American schools has undergone dramatic changes during the past several years. Changing demographics, high technology, the movement to professionalize school administration, and changes by the legislative and judicial systems have all had significant impact on the character of school business administration. This book describes how educational professionals may view the contemporary school business administration functions. Chapters are as follows: (1) "The Role and Setting of School Business Administration"; (2) "A Legislative and Judicial Context for School Business Administration"; (3) "Management Applications"; (4) "Management Information Systems and Processing"; (5) "Planning and Budgeting"; (6) "Accounting, Auditing, and Reporting"; (7) "Educational Continuity: Purchasing, Inventory Control, and Distribution"; (8) "Maintenance and Operation"; (9) "Capital Outlay"; (10) "Risk Management and Insurance"; (11) "Auxiliary Services"; (12) "Personnel: Activities and Support Services"; and (13) "School Business Administration Perspectives." A glossary and index are included. (WTH)

ED 280 952 CE 046 715

The Employment Training Panel. A Follow-Up Report.
California State Employment Training Panel, Sacramento.
PUB DATE- 19 Sep 86
NOTE- 8p.; For a related document, see CE 046 714.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Level; Employment Patterns; *Employment Programs; *Entry Workers; Followup Studies; Job Training; *Outcomes of Education; Postsecondary Education; *Retraining; Salary Wage Differentials; *Trade and Industrial Education; *Unemployment
IDENTIFIERS- California; *Employment Training Panel

A study examined the long-term effects of three training projects sponsored by the Employment Training Panel that were established in California in 1983. The three projects, which were all designed to prepare participants for entry-level jobs, were implemented in 1983-1984, with placements into new jobs generally occurring in early- to mid-1984. The first project was conceived to retrain laid-off Ford workers as microwave technicians through the College of San Mateo. In the second project, the United Auto Workers (UAW) contracted to train unemployed persons as structural and electrical assemblers for Rockwell International. The third project was a program to train unemployed persons as entry-level or apprentice machinists and was offered through the National Tooling and Machining Association (NTMA). Employment records for all 18 people who completed the Ford microwave training project were examined, and a random sample of 25 persons was selected for study from the persons completing the other two training projects. Data from the participants' earnings and employment histories and from tax and unemployment insurance records indicated that those who completed the training programs experienced substantial salary increases and drops in unemployment. The wage increases experienced by those completing the Ford, Rockwell/UAW, and NTMA training programs were 14, 57, and 12 percent, respectively. (MN)

ED 281 007 CE 046 853

Stewart, Bob R.; McCaskey, Michael J.
Missouri Univ., Columbia. Instructional Materials Lab.
Meats Units for Agricultural Science I and Advanced Livestock Production and Marketing Courses. Instructor's Guide. Volume 18, Number 4.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
REPORT NO.- AGDEX-400/73
PUB DATE- Jun 86
NOTE- 77p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Catalog No. AG-800-I).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Animal Husbandry; Behavioral Objectives; Competency Based Education; Course Content; Educational Resources; Farm Management; Food and Drug Inspectors; *Food Standards; Learning Activities; Lesson Plans; *Meat; Meat Packing Industry; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study; *Vocational Education
IDENTIFIERS- Beef; Lamb; *Meat Inspection; Missouri; Pork
These two units are designed to aid teachers in lesson planning in the secondary agricultural education curriculum in Missouri. The first unit, on meat identification, is to be taught as part of the first year of instruction in agricultural science, while the second unit, advanced meats, was prepared for use with 11th- and 12th-grade students in advanced livestock and marketing classes. The first unit consists of four lessons designed to develop competencies needed in meat identification. These lessons include: (1) introduction to meat classification, grading, and career opportunities; (2) identification of beef wholesale and retail cuts; (3) identification of pork wholesale and retail cuts; and (4) identification of lamb wholesale and retail cuts. The second unit contains three lessons designed to develop competencies in meat grading, evaluation and judging, and inspection. Each unit contains the lessons, unit objectives, competencies to be developed, motivational technique or interest objectives, study questions, references, teaching procedures, information sheets, activities, competencies, evaluation, and answers to evaluation questions. (KC)

ED 281 034 CE 046 913

A Comparison of Traditional Vocational Training with a Vocational Training Model Infusing Remedial Academic Skills Training. Final Report.
Houston Community Coll. System, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 86
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; *Basic Skills; Community Colleges; *Computer Assisted Instruction; *Educational Improvement; Educational Innovation; *Outcomes of Education; Program Effectiveness; Program Improvement; Refrigeration; Research Design; Research Problems; Two Year Colleges; *Vocational Education; Vocational Schools
IDENTIFIERS- *Houston Community College System TX; *PLATO

A study was conducted to determine the relative effectiveness of the traditional and infused (computer-assisted instruction or CAI) approach to basic skills instruction for students in a vocational education program. The sample for the study consisted of 41 male students in the air conditioning/refrigeration program at the Houston Community College System Central Campus. Students, who were mixed racially and ethnically, were given the Wide Range Achievement Test (WRAT) Level II to test their basic skills and the written form of the Student Occupational Competency Achievement Testing Program. An experimental group of 28 students received--in addition to the traditional instruction--approximately four hours per week of basic skills training using PLATO; the control group of 13 received only traditional instruction in which basic skills training was incorporated. The groups were posttested with the WRAT. Results showed that the experimental group receiving the CAI approach did not differ in the WRAT performance test scores from the scores of the control group. Some of the variables that may have affected the outcome were ongoing program development, differences in instruction, and student characteristics. It was concluded that while the results did not support a CAI approach to basic skills training for the vocational students in the sample, the study did illustrate the need to find appropriate ways of infusing basic skills training into the vocational education curriculum. Recommendations were made to evaluate the research design and make changes in the design of future studies, and to find other ways of using CAI to help vocational students to use basic skills. (KC)

ED 281 062 CE 047 037

Publicising Adult Literacy and Basic Skills.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-0-906509-52-1
PUB DATE- Mar 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Audiovisual Aids; Foreign Countries; *Information Dissemination; Linking Agents; Literacy Education; Mass Media; Program Evaluation; *Publicity; *Public Relations; *Student Recruitment

This guide is intended to assist those responsible for publicizing local adult literacy and basic skills programs. The first section discusses the elements of good publicity. Outlined next are points to consider when determining what a program needs from publicity and how to get the desired results. The next portion of the guide covers seven main areas involving the following different types of publicity: the printed word, events, audiovisual resources, personal contact and liaison, the press, local radio, and television. Each section considers the advantages and disadvantages of the particular methods and estimates the time and monetary costs involved. Where appropriate, the sections on using each specific publicity method are divided into the headings of preparation, action, and follow-up. Concluding the guide are a section stressing the importance of evaluation, a list of references, and an index. (MN)

ED 281 091 CG 019 825

Griffith, Jeanne A.; Kile, Marilyn J.
What College Students Want To Learn about Contraception/STD: Marketing Your Services.
PUB DATE- Sep 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Attitude Change; College Students; Confidentiality; *Contraception; *Health Services; Higher Education; *Marketing; Mass Media; Prevention; Program Evaluation; Sex Education; *Student Attitudes; *Venereal Diseases
This paper describes a health education program developed by Planned Parenthood of Wisconsin for students at a university health center. Three goals of the program, which was targeted at 2,000 incoming first-year students, are listed: (1) to increase student awareness of existing services related to contraception and prevention/treatment of sexually transmitted diseases (STDs); (2) to increase student knowledge about contraception and STDs; and (3) to affect attitudes about the prevention of pregnancies and STDs. Student focus groups are described as the critical method used to identify marketing strategies. Issues important to focus group participants are discussed, including privacy and confidentiality, embarrassment, advertising information, and cost of services. Student suggestions for layout and design of printed materials are also presented. Actions taken as a result of focus group discussions are described. The program evaluation is discussed and it is concluded that focus groups were reliable sources of information for planning a marketing program, and that social marketing can make a difference in bringing clients to available services. (NB)

ED 281 105 CG 019 839

The Evaluation of the National Long Term Care Demonstration: Final Report. Executive Summary.
Mathematica Policy Research, Inc., Plainsboro, NJ.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- May 86
NOTE- 29p.; For related document, see CG 019 840.
CONTRACT- HHS-100-80-0157
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Services; *Cost Effectiveness; Daily Living Skills; *Deinstitutionalization (of Disabled); Delivery Systems; Family Problems; *Home Programs; Life Satisfaction; *Need Gratification; Older Adults; *Program Evaluation; Social Support Groups; Well Being
IDENTIFIERS- Caregivers; *Frail Elderly; *Long Term Care

This report describes the evaluation of the National Long-Term Care (Channeling) Demonstration, a rigorous test of comprehensive case management of community care as a way of containing long-term care costs for the impaired elderly while providing adequate care to those in need. The evaluation process is presented as an experimental design with random assignment to treatment or control group status used to test two models of channeling: Basic Case Management (five sites) and Financial Control (five sites). Channeling, the demonstration, and the evaluation process are briefly reviewed. Evaluation results are discussed in the areas of: (1) implementation; (2) channeling's effects on service use and cost; and (3) channeling's effects on well-being, functioning, and mortality. Confidence in the results is considered and generalizability of results to other interventions is discussed. Findings are presented indicating that, while the expansion of case management and community services was not shown to reduce nursing home placement, hospitalization, or mortality, channeling was found to yield benefits in the form of increased home care, reduced unmet need, and greater life satisfaction for clients and their informal caregivers. A list of channeling evaluation reports and data collection instruments is included. (NB)

ED 281 148 CS 008 751

Crowhurst, Marion
The Effect of Reading Instruction and Writing Instruction on Reading and Writing Persuasion.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 87
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Grade 6; Intermediate Grades; *Intervention; *Persuasive Discourse; Protocol Analysis; Reading Ability; Reading Assignments; *Reading Instruction; *Reading Research; *Reading Writing Relationship; Recall (Psychology); Rhetorical Invention; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Canada
Focusing on the effects of three interventions on students' reading and writing of persuasive discourse, a study investigated (1) whether the writing of persuasive discourse can be improved by instruction, and (2) the effect of reading on writing and of writing on reading within the persuasive mode. Subjects, 100 Canadian sixth graders stratified by sex and reading ability, received either instruction in a persuasion schema and writing practice (Group A), instruction in a persuasion schema and reading practice (Group B), or a single lesson in a persuasion schema (Group C). Subjects wrote a recall protocol of a persuasive reading as well as two persuasive compositions on a pretest/posttest basis. Findings showed that Groups A and B scored significantly higher than Group C on both writing quality and the number of conclusions and text markers used. Results also showed that Groups A and B scored significantly higher on the posttest in these areas than they did in the pretest. No differences were found between the three groups on reading recall scores, and no group showed a substantial improvement in this area from pretest to posttest. (Tables of data are included, and appendixes contain selected samples of pretest and posttest compositions, the pretest and posttest readings, and the follow-up writing and reading assignments.) (JD)

ED 281 201 CS 210 418

Kirkpatrick, Katherine Glass
A Longitudinal Study of Journal Writing in Kindergarten and First Grade.
PUB DATE- Nov 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developmental Stages; Grade 1; Kindergarten; *Language Processing; *Phonetics; Primary Education; Reading Readiness; *Spelling; Writing (Composition); Writing Exercises; Writing Processes; *Writing Readiness; *Written Language
IDENTIFIERS- *Invented Spelling; *Journal Writing
The validity of recent research concerning invented spelling, the developmental stages in children's writing, and whether children will attempt writing before reading and continue writing while learning to read were examined. Five developmental stages in spelling have been identified: (1) the precommunicative stage, involving the use of random letters strung together; (2) the semiphonetic stage with letters representing beginning and/or final sounds; (3) the phonetic stage with words spelled the way they sound; (4) the transitional stage, in which visual memory of patterns of spelling was present; and (5) the correct stage of spelling. Five children, of mixed race and socioeconomic backgrounds and ranging in age from five to seven, were involved in a journal-keeping experiment. Near the end of the kindergarten year, their teacher made a journal for each of the children and told them they could write in them daily, about anything they wanted to share with her. The children would then read the stories to her, and she wrote what they said below the child's writing. Later, the spelling was analyzed using Gentry's stages of invented spelling. The journals were continued the following year when the children were in first grade. All five of the children appeared to progress through the stages of invented spelling; they attempted writing before reading and continued to write while learning to read. (Eleven references are included.) (AEW)

ED 281 229 CS 210 458

Welch, Kathleen E.
Autobiography and Advanced College Writing.
PUB DATE- Mar 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Higher Education; Literacy; Peer Evaluation; Persuasive Discourse; Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Author Text Relationship; Ong Havelock Thesis; Orality; *Speaking Writing Relationship
Autobiographical writing can, by its nature as expressive discourse, connect to the residual orality and literacy that students possess before they enter college writing classes, because it crosses more easily between the spoken word and the written word than other forms of writing. Adapting the Ong-Havelock orality-literacy thesis to writing pedagogy rests on the assumptions (1) that all students are experts at manipulating spoken discourse and (2) that they are members of a discourse community with a fund of repeated stories, lessons, parables, and melodramas on which they are authorities. This acknowledgement of authority will shift writer and reader expertise to issues such as malleability in the presentation of self, readability and coherence, and even the psychological aspects of memory as a part of writing. One useful assignment for autobiographical writing is to ask students to choose a segment of their lives, locate a photograph as a cultural artifact from that period, and compose an essay on any aspect of the photo. For the next draft, students use a "critics' sheet" that enables them to analyze a peer's writing based on the experience of having written the same assignment. Both drafts are then discussed in small groups and in the whole class, which helps student writers explore specific ways of reseeing their writing. The presentation of the Ong-Havelock thesis to the students enables them to see more clearly their individual relationships to primary orality, literacy, and secondary orality, situating the students in language history. If writing instructors can exploit the pedagogical possibilities of orality and literacy, then the spoken word can also be exploited to achieve better writing. (Two pages of notes and references are included, and the "Critics' sheet" is appended.) (NKA)

ED 281 242 CS 210 479

Adams, Paul D.
Editorial Selection in Newspaper TMC Publications.
PUB DATE- Aug 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advertising; Audience Analysis; Community Attitudes; *Marketing; Mass Media; Media Research; *Newspapers; Publications
IDENTIFIERS- *Editorial Content; Newspaper Circulation; *Total Market Coverage Publications
A study investigated the kinds of content total market coverage (TMC) publications carry, the role of the newsroom in publishing them, and how closely identified they are with the parent newspaper. These TMC publications, begun only a few years ago, are designed to cover the total market with selected, preprinted advertisements inserted into newspapers. Some, however, contain editorial content, which raises questions about the integrity of that content, since the independence of news and advertising is a foundation of modern-day journalism. A questionnaire on these issues was submitted to 337 newspapers stratified by circulation to insure representation of newspapers of all sizes. Results indicated that 77% of American newspapers have a TMC publication, 8% have tried one but discontinued it, while another 8% have never tried a TMC. The TMC products carried a newshole (percentage of space devoted to news) of 28.39%, considerably lower than the 48.12% newshole estimated for the regular newspaper. Editorial content of the TMC products ranged from wire service news to recipes--with recycled local news by far the largest category, followed by syndicated material, wire service news, new local material, freelance material, and "other" material. Overwhelmingly, the TMC publications were closely associated with the parent newspaper--a total of 93% said that their TMC products were readily identifiable in the community as publications of the newspaper. Editorial content decisions were usually left up to the newsroom, but were sometimes made by the advertising department, by management, or even by the composing room. (Seven tables of data, as well as the survey questionnaire, are appended.) (NKA)

ED 281 282 EA 019 312

School Staffing Ratios, 1986-87. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 87
NOTE- 61p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21738; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Elementary Secondary Education; *Enrollment; *Expenditure per Student; Research Utilization; *School District Size; *School District Spending; School Personnel; Staff Utilization; Statistical Surveys; *Teacher Student Ratio
IDENTIFIERS- *Staffing Ratio

This companion study to the three-part report, "National Survey of Salaries and Wages in Public Schools, 1986-87," offers administrators and policymakers accurate and timely data for comparing staffing ratios in their own school systems with those of similar enrollment size and expenditure level. Pupil-staff and teacher-staff ratios were provided by 1,043 public school systems. Staffing data are presented and analyzed according to two classifications: (1) By four enrollment groupings of school systems (25,000 or more pupils, 10,000 to 24,999, 2,500 to 9,999, and 300 to 2,499); (2) by five per-pupil-expenditure levels of school systems ($5,000 or more per pupil, $4,000 to $4,999, $3,300 to $3,999, $2,800 to $3,299, and less than $2,800). The report includes two summary tables showing the mean number of pupils and of teachers per professional and per administrative staff member; 21 tables showing percentile distributions, means, and ranges of pupil-staff and teacher-staff ratios by enrollment group; and 21 tables showing percentile distributions, means, and ranges of staffing ratios by per-pupil-expenditure level and enrollment group. An introduction describes the study's scope, staffing definition, sample design, summary analysis, and proper use of data. (CJH)

ED 281 120 CG 019 854

Campbell, Toni A.; Campbell, David E.
What's "Verbil" Sex? An Analysis of Adolescents' Questions about Sex.
PUB DATE- Apr 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Age Differences; *Cognitive Development; *Developmental Stages; Information Seeking; Secondary Education; *Sex Differences; Sex Education; *Sexuality

Although many studies have described adolescents' sexual behavior and attitudes, there are little data available on the nature of the questions that occur to adolescents as they move toward maturity. A study was conducted to determine whether the questions children and adolescents ask reflect developmental differences in cognitive abilities and whether gender differences exist in the questions. Spontaneous questions anonymously submitted by young adolescents during a 2-week sex education program in school were analyzed. Questions came from seventh, eighth, and tenth graders. The 826 questions were assigned to one of 10 categories: (1) reproductive physiology; (2) health risks; (3) behavior norms; (4) intercourse; (5) contraception; (6) pregnancy; (7) slang; (8) communication; (9) disallowed questions on abortion, masturbation, or homosexuality; and (10) miscellaneous. The results indicated that younger subjects asked proportionately more questions about basic biology, clarification of slang terms, and intercourse than did tenth graders. Older students asked more questions about birth control, health risks, and communication. Boys tended to ask questions about slang terms and intercourse while girls asked about communication, relationships, and health risks. These findings suggest clear cognitive differences among the adolescents studied and provide evidence of cognitive and sex differences in adolescents' interests in sexuality. (NB)

ED 281 256 CS 505 598

Jensen, Marvin D.
Willa Cather as Drama Critic.
PUB DATE- 87

NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authors; Biographies; Cultural Background; *Cultural Influences; *Drama; Journalism; *Literary Criticism; Popular Culture
IDENTIFIERS- *Cather (Willa S)

Although Willa Cather is known primarily for her short fiction and novels, she began her writing career as a literary and drama critic while still a student at the University of Nebraska. Her writing experience with the university literary periodical led her to become the drama critic for the "Nebraska State Journal," and later for the "Lincoln Courier." She was known as a vigorous, bitingly frank critic to the actors in the touring companies that played in Lincoln. But if Cather was frequently harsh, she also applauded excellence when she saw it. In 1896, Cather moved to Pittsburgh, where she continued as a critic for the next five years, occasionally traveling to New York and Washington to attend theater and opera performances. As a result of her personal contact with several actors, she decided to write a series of open letters offering advice to particular actors on how to approach their roles, an idea that was not well received by either the artists in question or the publishers she sought. Joining the staff of "McClure's Magazine" in New York led her to concentrate on fiction, but she continued to comment on theater and acting in her fictional works, notably in the "Song of the Lark" and "My Mortal Enemy." Her contributions to American theater are thus two-fold: her audacious criticism as a young woman, and her life-long appreciation that grew out of her keen perception from the audience. (NKA)

ED 281 296 EA 019 360

Moore, JoAnne E.
Evaluation of the Computerized Attendance Mailer System.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Jul 85
NOTE- 54p.; Some portions of appendix have poor type.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Attendance; Attendance Patterns; Educational Assessment; High School Students; Interviews; *Parent School Relationship; *Program Effectiveness; *Program Evaluation; Questionnaires; Secondary Education; Student Behavior; Student Needs; *Student School Relationship; Summative Evaluation; *Truancy
IDENTIFIERS- *Detroit Public Schools MI

This evaluation study addresses the effectiveness of weekly attendance mailer letters sent to parents of students with irregular attendance patterns at 22 Detroit, Michigan, high schools. Three questions researched were: (1) Are the letters effective in reducing the occurrence of in-school truancy? (2) Are letters an effective means of communicating with parents? and (3) Are the data generated regarding these students optimally used by and useful to schools? To answer these questions, samples of letters were tracked, students and parents were randomly interviewed by telephone about the letters' usefulness, and school attendance and guidance department personnel were interviewed. Major findings are as follows: (1) Attendance mailer letters are not very effective in reducing in-school truancy; (2) the letters are an effective means of communicating with parents; and (3) some schools are making optimal use of some reports generated. Study recommendations include: (1) Attendance mailers should be continued; (2) the time lag between attendance data gathering and letters should be reduced; (3) the format of some reports should be reviewed by a group of users; and (4) a uniform set of procedures should be followed by schools. An appendix with evaluation questions and schools' irregular attendance reports composes one-half of the report. (CJH)

DOCUMENT RESUME

ED 281 323 EA 019 410

Baum, Elizabeth C.
A Design for Achieving Excellence: The External Audit of Instructional Programs.
PUB DATE- 4 Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audits (Verification); Boards of Education; *Community Involvement; *Curriculum Development; *Educational Improvement; Elementary Secondary Education; *Evaluation Methods; *Instructional Effectiveness; Long Range Planning; Professional Services; Program Evaluation; School Business Relationship; *School Community Programs
IDENTIFIERS- Colorado (Jefferson County); *Excellence in Education
A Colorado school district has evolved a plan for continuous updating of curriculum that is broad in scope, involves the external environment, and integrates the efforts of citizens and educators. The first step of the external audit process involves the development of goals and an overview of a state-of-the-art program by the program manager and a research team of individuals from outside the program. The second step uses an opinion search to collect viewpoints from lay and professional members of the community about the desired and existing programs. The third step uses self-study involving an analysis of the existing program by its manager. Step 4 examines discrepancies utilizing an onsite audit of the existing program and a comparison of it with the desired program by an external audit team. The fifth step is an improvement plan, a corrective response to the report of the external audit team. This audit process allows (1) students to know that experiences learned are oriented to the real world, (2) teachers to know that their ideas will be recognized, (3) program directors to gain a fresh perspective, and (4) areas of improvement to be identified. Concluding the peper are five references. (WTH)

DOCUMENT RESUME

ED 281 338 EC 192 435

Special Education Training and Resource Center Program (SETRC) 1984-85. Final Report.
New York City Board of Education, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- Oct 86
NOTE- 38p.; Prepared by Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Disabilities; Educational Methods; Educational Objectives; Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; Mainstreaming; Paraprofessional School Personnel; Parents; *Program Evaluation; Special Education; Special Education Teachers; Teacher Workshops; Technical Assistance; Vocational Education Teachers; Workshops
IDENTIFIERS- *New York (New York)

This report presents the evaluation of the 1984-85 Special Education Training and Resource Center Program (SETRC) of the Division of Special Education of the New York City Public Schools. The program provided training activities to: (1) support the transition to new state regulations by training special and general educational personnel; (2) meet local needs by training special educators and parents of special education students; and (3) meet state training objectives in Division priorities. This was the second of a 2-year phase-in of the Part 200.6 Regulations. Additional purposes during the phase-in were to: develop awareness of the implications of grouping by function rather than by handicapping condition; and promote consistency between general and special education curricula under the Regents' Action Plan. During 1984-85, 31,338 participants were served in 2,603 training sessions totaling 7,042 hours. Objectives were not fully met for occupational educational personnel, parents, parents and teachers of preschool handicapped children, Regents' Action Plan initiatives, and teaching limited English proficient students. Reasons for the failure to fully meet objectives for the latter areas are given, as are recommendations for improving the impact of the program. (KM)

DOCUMENT RESUME

ED 281 353 FL 016 347

Wing, Barbara H.
Increasing the Ratio of Student Talk to Teacher Talk. ACTFL American Council on the Teaching of Foreign Languages Master Lecture Series.
Defense Language Inst., Monterey, CA. Foreign Language Center.
PUB DATE- Mar 82
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *Class Activities; *Classroom Communication; *Classroom Environment; Classroom Techniques; *Communicative Competence (Languages); Instructional Effectiveness; Language Teachers; Second Language Instruction; *Student Participation; Teacher Role; Teacher Student Relationship
A discussion of foreign language classroom communication focuses on the ratio of teacher talk to student talk and its contribution to second language learning. It begins with the assumption that if students are to develop communicative competence in the target language, they must be allowed and encouraged to talk progressively more while the teacher talks progressively less. Three issues are addressed: (1) the kind of student talk that should be increased in the foreign language classroom; (2) the conditions teachers must create in the classroom so that students will want and need to talk more; and (3) the specific activities effective in increasing the amount and variety of student talk. Based on those issues, a rationale and means for progressively increasing the percentage of student talk while decreasing that of teacher talk are proposed. Instructional strategies suggested for encouraging student talk include providing a content-rich environment, helping students to understand, inviting students to participate, using nonverbal cues, listening for meaning, not form, and providing activities that engage the students. A distinction is made between "speaking" and "talking," the latter defined as a more meaningful communicative activity. Specific bridging activities, or class activities designed to move students from "speaking" practice to "talking" practice, and talking tasks are outlined. (MSE)

DOCUMENT RESUME

ED 281 368 FL 016 645

English Teaching Profile: Norway.
British Council, London (England). English Language and Literature Div.
PUB DATE- Oct 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Postsecondary Education; Research Projects; Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Norway

A review of the status of English language instruction in Norway begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing in English, the current status of language research, and bibliographical and other sources of information. Despite the confusion caused by recent rapid and large-scale education reforms, some advances have occurred in English instruction, including greater access, increased emphasis on oral skills, a progression designed for the average student but capable of being individualized, and updated and more stimulating materials. Remaining problems include unstreamed classes, consequences of changes in the examination system, lack of intellectual stimulus, and the need for more development of teacher training. (MSE

DOCUMENT RESUME

ED 281 384 FL 016 661

Bush, Brian J.
A Comparison of Innovative Training Techniques at the Defense Language Institute Foreign Language Center. Research Report 1426.
Army Research Inst. for the Behavioral and Social Sciences Field Unit, Presidio of Monterey, CA.
PUB DATE- Jun 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); Armed Forces; *Classroom Techniques; Comparative Analysis; Educational Strategies; *Instructional Effectiveness; *Instructional Innovation; Learning Strategies; Pacing; Research Utilization; Russian; Second Language Instruction; *Second Language Programs; Student Attitudes; *Suggestopedia; *Teaching Methods
IDENTIFIERS- *Defense Language Institute CA
A study evaluated the comparative training effectiveness of three language instruction methods: (1) suggestopedia, (2) the standard methodology used at the Defense Language Institute Foreign Language Center, a functional skill-building approach, and (3) a flexible-scheduling version of the standard methodology, with pacing based on group readiness. The subjects were junior enlisted Army and Navy personnel in a Russian basic course. Results indicate that the suggestopedia approach neither accelerated learning nor resulted in more positive overall attitudes in students when compared with either the standard or flexibly scheduled groups. However, the flexible-scheduling method did save one week's instructional time. (Author/MSE)

DOCUMENT RESUME

ED 281 399 HE 019 980

Advisory List of International Educational Travel and Exchange Programs, 1986-87.
Council on Standards for International Educational Travel, Reston, VA.
PUB DATE- 86
NOTE- 80p.
AVAILABLE FROM- Council on Standards for International Educational Travel, 1906 Association Drive, Reston, VA 22091 ($3.00; 10-24 copies, $1.60 each; 25-99 copies, $1.40 each; 100 and over, $1.30 each; postage and handling extra).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Students; Foreign Students; Higher Education; *High School Students; *International Educational Exchange; Program Descriptions; *Student Exchange Programs; Student Recruitment; *Study Abroad; *Travel

Descriptions of international exchange and travel programs that have met the standards of the Council on Standards for International Educational travel are provided. The standards apply to programs for high school students as well as to programs for foreign students coming to the United States. They relate to for-profit and nonprofit programs; to long and short-duration experiences; and to homestay and travel/study programs. For each program, information is provided on: the contact person, date established, number of participants, countries served, number of staffed offices, and whether it is for-profit or nonprofit. The descriptions cover the type of group sponsoring the program, methods of participant recruitment and placement, student selection criteria, the length of programs offered, financial aid provisions, whether participants are required to provide medical/accident insurance, whether the program provides guidelines and instructions to participants and/or host families; language proficiency requirements; and the availability of orientation and evaluation sessions for participants. Advice for educators and families who are considering exchange or travel programs is provided. (SW)

DOCUMENT RESUME

ED 281 413 HE 020 200

Cusick, Theresa; And Others
Beyond Title IX: PEER's State-by-State Guide to Women's Educational Equity Laws.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 87
NOTE- 58p.
GRANT- G008510394
AVAILABLE FROM- NOW Legal Defense and Education Fund, Project on Equal Education Rights, 1333 H Street, N.W., 11th Floor, Washington, DC 20005 ($14.95 each; quantity discount, $12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *College Admission; Compliance (Legal); Educational Opportunities; Elementary Secondary Education; Employment Practices; Equal Education; *Equal Opportunities (Jobs); Higher Education; Legal Responsibility; *Sex Discrimination; *Sex Fairness; *State Legislation; *Student College Relationship
IDENTIFIERS- *Title IX Education Amendments 1972

A guide to the status of state laws that prohibit sex discrimination in education is presented. The federal law (Title IX of the Education Amendments of 1972) is used as the standard against which state laws are measured. Based on a survey of the states (including the District of Columbia and the U.S. Territories) and an assessment of state statutes and regulations, 32 states (including one territory) were found to have enacted some prohibitions of sex discrimination in education. These range from comprehensive educational equity laws, similar in scope and purpose to the federal Title IX, to brief statements of nondiscrimination policy. Detailed summaries are presented of the provisions of 13 state laws that qualify as state Title IX laws; eight cover all levels of education, while five only cover elementary and secondary education. For each of these 13 laws, consideration is given to general provisions, coverage, admissions, treatment of students, employment, and enforcement. Nineteen states have enacted some statutory prohibitions of sex discrimination in education, and these laws have the potential to become state Title IX laws if they were amended. The provisions of six of these 19 laws are summarized. (SW)

DOCUMENT RESUME

ED 281 427 HE 020 304

Pell Grants, End-of-Year Report, 1984-85.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 86
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Dependents; *Eligibility; Federal Aid; *Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Income; Institutional Characteristics; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program

Pell Grant program activities for 1984-1985 are reported in data tables and narrative sections. The most significant program activities during the 1984-1985 award period are highlighted, including general information such as the total number of applications processed, the number of grant recipients, types and numbers of colleges participating in the program, and income-related characteristics of applicants and recipients. An in-depth analysis of selected demographic characteristics of recipients and the impact of these characteristics on grant levels is provided. Of concern are factors such as recipient age, family income, dependency status, and educational cost. Information is also presented about the eligibility status of applicants by income level and the interrelationship of dependent students' earnings and family income. Summary statistics are included on applicants' reporting of Veteran's Educational Benefits and student Social Security benefits. Additional contents are: analysis of the effects of family income on grant levels for validated students; information on the Multiple Data Entry application processing system; summary information on colleges participating in the Pell Grant program; and a glossary. (SW)

DOCUMENT RESUME

ED 281 441 HE 020 345

Toombs, William; Escala, Miguel J.
Doing the Right Thing: Problems of Academic Organization. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Environment; *College Programs; *Decision Making; *Degrees (Academic); *Departments; Higher Education; *Organizational Change; Problem Solving
IDENTIFIERS- *ASHE Annual Meeting
Organizational change in college academic administration and structure is discussed, with attention to both the programs of study and the organizational units. The ideas of Miles and Snow on organizational adaptation are examined, along with the literature on organizational analysis in higher education over the past 20 years. Three main ideas of Miles and Snow are: organizations act to create their environments; management's strategic choices shape the organization's structure and process; and structure and process constrain strategy. They also identify three types of universal problems and offer four oganizational models for how management addresses these problems: defenders, prospectors, analyzers, and reactors. Patterns found in four studies primarily in the 1970s include: a focus on internal administration, and concern for how the college should react to the external environment. Attention is directed to the disciplinary department and adaptive mechanism such as new departments, "super departments" (biotechnology), the "school" solution, and special facilities such as institutes. Additional developments include new programs of study, joint degree programs, nondepartment degree programs, and highly specialized degrees. (SW)

DOCUMENT RESUME

ED 281 455 HE 020 359

Parker, Barbara
Discriminants for Recovery from Decline. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; *College Administration; Decision Making; *Declining Enrollment; Higher Education; Institutional Characteristics; *Institutional Mission; Problem Solving
IDENTIFIERS- *ASHE Annual Meeting

Organizational attributes and responses of 56 small to medium-sized colleges that experienced enrollment decline over a 4-year period were investigated. Administrators and faculty members completed surveys that included items concerning institutional agreement on mission and responses to decline. Each college had experienced decline in full-time equivalent enrollments during 1979-1983. It was found that organizations that recovered from decline differed on some attributes from those that stabilized or continued to decline. Using changes of plus or minus 5% to categorize outcomes, 9 organizations were considered to recover, 26 were stabilizing, and 21 continued to decline. Strong agreement on mission was linked to recovery from decline. Seven of the nine recovering colleges expressed strong agreement on mission. The literature on research approaches to the study of decline is reviewed. The relationships between external and internal environmental characteristics, responses to decline, and actual outcomes are identified as research issues. (SW)

DOCUMENT RESUME

ED 281 469 HE 020 373

Hughes, Julie A.; Sagen, H. Bradley
Departmental Decision-Making in the Implementation of a University General Education Curriculum. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *Curriculum Design; Decision Making; *Departments; *Economic Factors; *General Education; *Graduate Study; Higher Education; Prestige; *Research; Research Universities; Resource Allocation; Teacher Role; Teaching Assistants
IDENTIFIERS- *ASHE Annual Meeting
The context for implementing general education is discussed, based on research at a comprehensive midwestern research university which has a prescribed distribution general education curriculum. Two major contextual factors are identified: prestige is achieved through research and strong graduate programs; resources to support graduate courses and research tend to be generated by enrollments in general education. Two propositions are offered: departments organize and implement general education activities as efficiently as possible primarily to generate resources to pursue preferences for research and graduate programs; and competition for resources becomes competition for a share of the general education enrollments that generate graduate student and faculty stipends. The research involved interviews with department heads and faculty and used the procedure of constant comparison. Course implementation was influenced by the scale of general education courses involving multiple sections. The extent of faculty participation in general education instruction was influenced by the nature of different fields (i.e., well-defined and codified versus not well defined). It is concluded that faculty involvement in general education is primarily managerial and is guided by the need to minimize the time required, given the preference for research. (SW)

DOCUMENT RESUME

ED 281 483 IR 012 598

Hill, Joseph, Ed.
A Manual for Implementation of ABC Video Duplication Projects.
Appalachian BOCES Consortium, Stamford, NY.
PUB DATE- 12 Jan 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Contracts; Film Libraries; Guidelines; *Library Acquisition; *Videotape Recordings
IDENTIFIERS- Boards of Cooperative Educational Services; New York
The ABC (Appalachian BOCES Consortium) consists of 10 BOCES (Boards of Cooperative Educational Services) which serve the 14 southern counties of New York State designated as Appalachia. Each year since 1974, the ABC has participated in regional video duplication projects, which have yielded a total of nearly 4,000 video titles. The complexity of these projects, which include contractual obligations by both distributors and ABC members, requires adherence to a standard set of procedures. Offered for use by other consortia, this manual provides a set of guidelines designed to lead a project chairperson through all of the steps that need to be followed to achieve successful completion of a videotape duplication project. The 11 steps in the process, which are not necessarily listed in sequence since several could be ongoing concurrently, are: (1) Identify Project, (2) Negotiations, (3) Selection of Titles, (4) Contract, (5) Logistics, (6) Final Approval, (7) Disposition of 16mm Prints/Video Masters, (8) ABC Project Form, (9) Annotations, (10) Certification of Erasure, and (11) Summary. Several forms used by ABC including video duplication rights, request for proposal, member survey, video licensing agreement, and certificate of erasure are appended. (MES)

DOCUMENT RESUME

ED 281 498 IR 012 615

Collery, Michael T.
Color in Three-Dimensional Shaded Computer Graphics and Animation.
PUB DATE- 85
NOTE- 50p.; Master's Thesis, Ohio State University. Illustrations may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Aesthetic Values; Algorithms; *Animation; Color; *Computer Graphics; *Light; Models; Programing; Three Dimensional Aids; Visual Arts
IDENTIFIERS- *Color Theories; Gray Scales; Polygons
Directed primarily toward the person familiar with computer technology rather than the traditional art educator, this master's thesis addresses new approaches to color theory and its impact on electronic art media. Technical considerations related to color coming from electronic sources, i.e., radiant light, and differences between radiant and reflected light as explained by traditional color theories are discussed, as well as techniques for producing various effects with computer graphics. The thesis is divided into 10 chapters: (1) Introduction; (2) Color Theories; (3) Gray Scales; (4) The Limits of Color; (5) Polygonal Objects; (6) Display Algorithms; (7) Framebuffer Colormap Configurations; (8) Polygon Colors and Vertex Colors; (9) Creating Color Files; and (10) Conclusion. The text is illustrated with 25 figures, and 14 references are listed. (MES)

DOCUMENT RESUME

ED 281 513 IR 012 633

Malik, M. F.; Thwaites, H. M.
Future Perspectives of Biocybernetic Research in Television.
PUB DATE- Jun 86
NOTE- 22p.; Paper presented at the International Conference on Television Research (6th, Montreal, Canada, June 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; Biofeedback; Biomechanics; Bionics; Cognitive Processes; *Communication Research; Cybernetics; Data Processing; Electroencephalography; *Mass Media Effects; *Media Research; Microcomputers; Neurology; *Television Research
IDENTIFIERS- *Biocybernetics; Brain Research; *Information Impact; Neuropsychology
This paper describes the future perspectives of biocybernetic communication research applied to television, i.e., the measurement of the information impact of television on both individual human beings and groups in terms of energetic changes in the human body. A summary of the recent state of the art of biocybernetic research includes discussions of new developments and the future of this field in respect to communication processes and media production research. In particular, the promising new technologies of biotelemetry, computer tomography of the brain (CAT scans), chemospectrography, and magnetometry of the brain are discussed in the context of the methodologies of existing testing laboratories and preview houses. A summary of the implications of such research for the production of television programs, directions of future research in this area, and computer applications in the processing of data conclude this paper. A 41-item bibliography is provided. (MES)

DOCUMENT RESUME

ED 281 527 IR 012 650

Report on 1985-86 Statewide Computer Survey.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Nov 86
NOTE- 103p.; For the 1984-85 report, see ED 268 988.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Courseware; Educational Trends; Elementary Secondary Education; Expenditures; Facility Inventory; *Microcomputers; *School Administration; *School Districts; State Surveys
IDENTIFIERS- *South Carolina

This survey, which covers the 1985-86 school year, is the third statewide computer survey by the South Carolina Department of Education. The report provides an overview of the instructional and administrative uses of computers in 92 of the state's 94 districts including the following elements: (1) subject areas in which computers are used; (2) grade level or range in which computers are used; (3) brand and model of computer used at each grade level for each particular instructional application; (4) additional descriptive information on use; (5) quantity of software programs available by subject areas; and (6) future plans for computer applications, purchase, and training. A comparison with data from the March 1985 survey is provided where appropriate to provide indications of trends for use in decision making by educators. The survey instrument and cover letter are appended. (MES)

DOCUMENT RESUME

ED 281 542 IR 051 885

Professional Development in ARL Libraries. SPEC Kit 51.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 79
NOTE- 86p.; For update of this SPEC Kit, see ED 225 571.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Inservice Education; Librarians; Library Administration; Library Education; Library Planning; *Personnel Policy; Position Papers; Professional Continuing Education; *Professional Development; *Research Libraries; Sabbatical Leaves; *Staff Development; Travel
IDENTIFIERS- Canada

This publication includes documents from Association of Research Libraries (ARL) member libraries in the United States and Canada related to professional development activities that emphasize personal and professional growth of individuals rather than job skills. A concise summary of issues related to professional development in ARL libraries precedes the main body of the kit where 28 documents are presented. The documents are divided into three sections: (1) professional development/education (Harvard University, Stanford University, Columbia University, Cornell University, Ohio State University, Washington University, Boston University, and New York Public Library); (2) research, study, and consultation leave (Columbia University, University of Toronto, University of Alberta, University of British Columbia, Syracuse University, Northwestern University, Harvard University, Purdue University, and University of Wisconsin); and (3) travel policies (Washington University, University of Alberta, University of Colorado, University of Massachusetts, University of Missouri, New York University, Purdue University, Stanford University, Texas A&M University, and University of Kentucky). An evaluation form for this ARL Systems and Procedures Exchange Center (SPEC) kit is provided. (KM)

DOCUMENT RESUME

ED 281 556 IR 051 901

Libraries: Part of Your Life. Annual Report: Colorado State Library, 1986.
Colorado State Library, Denver.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Institutional Libraries; *Library Administration; Library Automation; *Library Expenditures; *Library Planning; *Library Services; Program Descriptions; *Public Libraries; Regional Cooperation; *State Libraries; Statewide Planning
IDENTIFIERS- *Colorado State Library; Library Development; Library Services and Construction Act

Designed to inform the library community about the programs, services, staff, and fiscal status of the Colorado State Library, this annual report includes highlights of the following programs: (1) Public Library Development; (2) School Library Media; (3) Network Development and Automation; (4) Regional Library Service Systems Coordination; (5) LSCA (Library Services and Construction Act) Administration; (6) Strengthening State Library Services; (7) LSCA Projects; (8) Long-Range Planning for Libraries; (9) Institutional Library Service; (10) Colorado Film Service; (11) Library for the Blind and Physically Handicapped; (12) Colorado State Publications; (13) Resource Center; (14) Colorado Literacy Action; and (15) Adult Services. Appendices include listings of the members of the Colorado State Board of Education, the Colorado Council for Library Development (CCLD), the Colorado State Library staff, and the Adult Services staff; a financial summary; a map showing the state's library systems; and an organization chart. (KM)

DOCUMENT RESUME

JC

ED 281 570 JC 870 078

National Archives and Records Administration Community College Program.
National Archives and Records Service (GSA), Washington, D.C.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Community Colleges; *Instructional Materials; National Libraries; National Programs; *Primary Sources; Program Descriptions; Research Skills; *Teacher Developed Materials; *Teacher Workshops; Two Year Colleges

Information is provided on the U.S. National Archives' Community College Program (CCP). First, a program announcement is provided, which indicates that the CCP provides reproductions of primary sources to community, technical and junior college instructors teaching occupational and transfer degree programs. This announcement lists the kinds of primary sources available from the Archives (e.g., letters, photographs, reports, maps, films, sound recordings, computer tapes, drawings, and charts) and suggests ways in which the resources might be used in classroom instruction. Next, an update on 1986 activities is presented. This report offers information on the CCP's 1986 "From the Record" Seminar, during which primary sources were defined, the primary sources of the Archives were explored, and participants undertook individual projects on, for example, the history of the railway mail service, the development of a team-taught course on sea voyages, a map literacy project, and the use of records to use in tax and auditing courses. Next, a second update on CCP progress is provided covering 1987 activities. This update offers additional detail on the "From the Record" seminars, presents research findings regarding two-year college instructors' use of primary sources, offers an argument for using primary sources based on the evidential and informational value of these materials, identifies key questions about archival records, and suggests ways in which archival records can be used in teaching. This update also highlights successful projects undertaken during the 1986 seminar, identifies other projects of the Archives that can benefit two-year college instructors, offers an example of primary evidence, and provides an exercise in teaching research skills. Finally, the application for the "From the Record Seminar" is presented. The application provides instructions on finding primary sources in the Archives and includes sample research exercises. (EJV)

DOCUMENT RESUME

ED 281 583 JC 870 199

Holstein, Karen E.
Evaluating Self-Funded Health Insurance for the Lakeshore Technical Institute as a Cost-Containment Measure.
PUB DATE- May 87
NOTE- 92p.; B.S. thesis, Cardinal Stritch College, Milwaukee, WI.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Cost Effectiveness; *Health Insurance; Program Evaluation; *School Personnel; Two Year Colleges
IDENTIFIERS- *Lakeshore Technical Institute WI
In response to the rising costs of health care and large increases in insurance premiums, a study was conducted at Lakeshore Technical Institute (LTI) to investigate the feasibility of using a self-funded health insurance plan at the college. Data were obtained through a literature review; telephone and on-site discussions with a personnel manager, health representative, and health insurance consultants; and a survey of personnel managers in organizations that had self-funded health insurance plans. The study revealed a number of important factors and criteria to be weighed in decisions related to self-funded health insurance, including type and size of the organization; types of self-funded insurance plans; current and projected financial positions and ability to finance; savings on health care costs; level of savings needed to implement the plan; liability insurance; and successful experience in implementing the plan. When these factors were considered, it was concluded that LTI was in a favorable position to self-fund its insurance plan, based on its size and stable financial position. However, it was concluded that the recommendation to self-fund the plan needed further analysis. References and the survey instrument are appended. (EJV)

DOCUMENT RESUME

ED 281 596 JC 870 225

An Environmental Scan of Northern Alameda County. Revised.
Peralta Community Coll. District, Oakland, CA. Office of Research, Planning and Development.
PUB DATE- Oct 86
NOTE- 31p.; For the original report, see ED 239 695.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Environment; *Community Characteristics; Community Colleges; Demography; Employment Projections; *Futures (of Society); *Human Geography; Prediction; *Regional Characteristics; Two Year Colleges
IDENTIFIERS- *Environmental Scanning

An overview is provided of the demographic and economic characteristics of the geographical area defined by the Peralta Community College District's boundaries in Northern Alameda County, California. In addition, projections are presented concerning the population and economy of the county until the year 2005. Highlighted findings of the environmental scan include the following: (1) the population of Northern Alameda County increased by 4.4% from 1980 to 1985, but is expected to remain relatively constant from 1985 until at least 2005; (2) the population of Contra Costa County and Southern Alameda County is projected to grow rapidly until the year 2005, with a projected increase of 26%; (3) in the next two decades, the number of persons in Northern Alameda County between the ages of 45 and 64 is expected to increase by 72.5%, while the number over 65 is expected to increase by 43.3%; (4) Asians and Hispanics are expected to be the ethnic groups with the greatest population increases; (5) 56,400 new jobs are projected by the year 2005, representing a 13% increase over 1983 job totals; (6) the new jobs in the Bay Area will be primarily in the areas of services, trade, high-tech manufacturing, construction, finance, insurance, and real estate; and (7) many of these new jobs are predicted to be filled by women, whose participation rate in the labor force is expected to increase to 61.5%. Implications of the data and projections for the community colleges in the district are discussed. (EJV)

DOCUMENT RESUME

ED 281 609 PS 016 346

Opravilova, Eva, Ed.
Preschool Education: Selective Bibliography of 1983, Part I and Part II. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Pedagogical Faculty.
PUB DATE- 84
NOTE- 673p.; For earlier bibliographies, see ED 211 182, ED 250 056, ED 264 936, and ED 267 886.
LANGUAGE- English
EDRS Price - MF04/PC27 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Capitalism; *Child Development; Cognitive Development; *Educational Practices; *Educational Theories; Emotional Development; Ethical Instruction; *Foreign Countries; *Ideology; *Preschool Education; Preschool Teachers; School Organization; Social Development; Socialism; Special Education
This two-volume annotated bibliography cites 786 articles published in 1983 on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, the Union of Soviet Socialist Republics, Belgium, Canada, United States, Austria, Poland, Switzerland, Ireland, East Germany, West Germany, Rumania, and Italy. Entries are classified into 13 main categories: social and ideological basis of preschool education; theoretical basis of preschool education; organization of preschool education; educators of preschool children; play; preschool instruction; care of health and physical education; social and emotional development and moral education; speech and language education; intellectual development and education of the intellect; aesthetic education; education of children requiring special care; and the environment surrounding the child, including buildings, playgrounds, equipment, and facilities. (RH)

DOCUMENT RESUME

ED 281 624 PS 016 477

Golomb, Claire
Reflections on Cultural Variables and Universals in Young Children's Drawings.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Childrens Art; *Cultural Influences; *Developmental Stages; Emotional Disturbances; *Freehand Drawing; Gifted; Mental Retardation
IDENTIFIERS- Normal Children; *Representational Competence
A tension exists between two schools of thought regarding the development of children's drawings. One position places great emphasis on the relatively invariant sequence in which figural differentiation comes about, and attempts to explicate the graphic logic which yields the rule-governed changes which can be observed in children's drawings. The other position emphasizes drawing conventions, and attributes great impact to the models available in the social-cultural milieu of the child. In this presentation, similarities as well as differences in figural differentiation, compositional style, and thematic content of children's drawings are examined. The cross-sectional data consist of the drawings of normal children, retarded children, and severely emotionally disturbed children, while the longitudinal data report on the development of a precociously gifted child. (RH)

DOCUMENT RESUME

ED 281 639 PS 016 502

Luster, Tom
The Antecedents and Correlates of Parental Perceptions of Efficacy.
PUB DATE- Sep 86
NOTE- 24p.; Paper presented at the Biennial International Conference on Infant Mental Health (2nd, Chicago, IL, September 20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Correlation; Demography; Emotional Development; Family Environment; *Infants; *Locus of Control; *Mothers; Observation; Parent Attitudes; *Parent Influence; Rating Scales; Social Development
IDENTIFIERS- *Antecedents; *Efficacy; Home Observation for Measurement of Environment; Infant Characteristics Questionnaire; Knight Perceived Influence Scale; Perception of Parental Efficacy Scale
Examined were antecedents and behavioral correlates of parental perceptions of efficacy, using data from a national survey of 3,000 parents and a study of 65 mother-infant dyads. Survey data were used to determine what factors are predictive of parental perceptions of efficacy. Dyadic data were used primarily to examine the relation between perceptions of parental efficacy and the quality of care mothers provided for their infants. Survey analyses indicated that parent income and education were related to perceptions of parental efficacy, and that race was related to parents' perceptions of control. Marital status was not predictive of parents' beliefs about their ability to influence child outcomes. Beliefs about the controllability of desired outcomes were related to parents' beliefs regarding effective parenting practices. Observation/interview findings suggested that the more control mothers believe they have over developmental outcomes, the more they will do to try to provide their chidren with optimal rearing conditions, and that mothers believe they have more control over social-emotional outcomes than cognitive outcomes. Mothers who perceived themselves as being the most competent parents did not provide the most supportive environments for their infants. Mothers of second or later born and difficult children tended to believe

they had less control over developmental outcomes. (RH)

DOCUMENT RESUME

ED 281 653 PS 016 519

Dunn, Gregory E.
Community Schools Kindergarten Scheduling Study.
Grant Wood Area Education Agency. Cedar Rapids, Iowa.
PUB DATE- Mar 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Demography; *Elementary School Students; Grade 1; Grade 2; *Kindergarten; Longitudinal Studies; Primary Education; *Program Effectiveness; *Time Factors (Learning)
IDENTIFIERS- *Full Day Programs; *Half Day Programs

The purpose of this study was to determine if a change from a half day, everyday (HDED) kindergarten program to a full day, everyday (FDED) kindergarten program would result in significant differences in children's achievement. Data on children involved in the first 2 years of the FDED program in the Community Schools District, Grant Wood Area, Iowa, were compared to similar data on children involved in the last 2 years of the preceding HDED program. Data were collected upon entry into kindergarten, at the end of kindergarten, in the spring of the first grade, and in the fall of the second grade. Measures included a Waupun assessment of motor and verbal development and audio and visual perception, Metropolitan Readiness Tests, Gates-MacGinitie Reading Tests, Iowa Tests of Basic Skills, and demographic and school data. An analysis of covariance was used to adjust the outcome measures for initial differences that existed at the start of the study. Results indicated that although the FDED program provided more learning opportunities, these were not reflected in significant differences between the two programs at the end of the kindergarten year. Subsequent findings concerning first and second grade students indicated that their scores became more different from each other both between the years within a program and between the two programs even after initial differences were taken into account. (A bibliography and 11 tables are included.) (Author/RH)

DOCUMENT RESUME

ED 281 667 PS 016 536

Farrar, Elizabeth B.
Planning a Program for a Community-Based Infant/Family Development Center.
PUB DATE- 86
NOTE- 186p.; Practicum Report, Nova University. Portions of appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Birth Weight; Community Action; *Community Health Services; Community Problems; Community Programs; *Delivery Systems; Developmental Programs; Disadvantaged Environment; *Disadvantaged Youth; *Early Parenthood; Facility Planning; Fund Raising; *Infants; Intervention; *Mothers; Perinatal Influences; Pregnancy; Prenatal Influences; Program Development; Program Evaluation; Social Networks
IDENTIFIERS- Belle Glade Infant Family Center; First Friends Program; *Florida (Belle Glade); Haitian Perinatal Intervention Program; Postnatal Influences
In Belle Glade, Florida, a slum populated by Blacks, Whites, Hispanics, migrant farmworkers, and Haitians, where the incidence of most major health risks was far greater than anywhere else in the state, a program was planned and partially implemented which aimed to provide health services to at-risk, disadvantaged teenage mothers and their infants. To attain program goals, an executive board was formed which consisted of 12 professional leaders in the fields of early childhood education and pre- and post-natal health and social services. Board members planned a program of prenatal intervention and follow-up, conceived a strategy for securing building lots, planned building spaces, implemented a fund-raising program, planned a program for infant development/stimulation, and built community support networks. Within a period of 12 months, a Director was employed full-time, funds were committed for a full-time pediatric nurse, a volunteer program was implemented, architectural drawings for a facility were approved, building lots were secured, the Ford Foundation had made a site visit to consider a Haitian Intervention Research Project, start-up funds were obtained, a funding plan was projected, and the program was adopted as a model for community action. Related materials are provided in 15 appendices. (Author/RH)

DOCUMENT RESUME

ED 281 681 RC 016 101

Pease, Pamela S.; Tinsley, Patsy J.
Reaching Rural Schools Using an Interactive Satellite Based Educational Network: Evaluating TI-IN Network's First Year.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at the Annual Conference of the National Rural and Small Schools Consortium (Bellingham, WA, October 7-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adoption (Ideas); *Communications Satellites; Curriculum; Delivery Systems; *Distance Education; Educational Television; Electronic Equipment; Elementary Secondary Education; Independent Study; Inservice Teacher Education; Networks; Program Descriptions; Program Evaluation; *Rural Education; Telecommunications; Telecourses; *User Satisfaction (Information)
IDENTIFIERS- *Interactive Satellite Instruction; *TI IN Network TX
The paper details development, implementation, and user research/evaluation of TI-IN Network, Inc., the first private, interactive satellite based educational system in the United States developed for public schools and offering a total systems approach by providing both user technology and a wide range of course offerings. An overview of specific technology employed at the 150 receiving sites across 12 states and course offerings (400 hours of in-service teacher/staff training, 18 high school academic courses, student enrichment programming, and tutorials) are outlined. The cooperative partnership between rural public educational institutions and private enterprise is explicated. Research findings based on a year-long evaluation effort focus on variables relative to its use and adoption by students and administrators. Findings indicate primary reasons for adoption are to provide new alternatives and cost-effective ways to increase curricula, increase teacher inservice training, and comply with legislative mandates. Survey results suggest users and administrators perceive TI-IN as "useful," "convenient," "effective," and "good." Students report they like the opportunity for a new experience, the

teachers, and courses not otherwise available and 75% indicate they would enjoy taking another TI-IN course even though they were required to work independently more often and to be more self-motivated and attentive during class. (NEC)

DOCUMENT RESUME

ED 281 694 RC 016 205

Monk, David H.; Heller, Emil J.
Organizational Alternatives for Small Rural Schools. Final Report to the Legislature of the State of New York.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
SPONS. AGENCY- New York State Legislature, Albany.
PUB DATE- Dec 86
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Consolidated Schools; Educational Policy; Educational Responsibility; Educational Technology; Elementary Secondary Education; Rural Education; *Rural Schools; School District Autonomy; *School District Reorganization; School District Size; School Surveys; Shared Resources and Services; *Small Schools; State Aid; *State School District Relationship
IDENTIFIERS- *New York; *Organizational Alternatives
This report provides an overview of a two-year study which analyzed reorganization/consolidation of small rural school districts, studied alternatives of inter-district resource sharing and new instructional technologies, and developed recommendations for changes in state laws/procedures. Researchers studied 11 small rural school districts in New York State, conducted interviews, studied community histories, analyzed statewide data, and reviewed research literature. Four conclusions emerged: (1) substantial problems existing in small rural school districts significantly disadvantage students, yet small districts provide important educational advantages to pupils and communities; (2) New York promotes district reorganization as the preferred solution to small rural school problems; (3) district reorganization has serious deficiencies and the state should not artificially encourage reorganization with financial incentives; and (4) neither resource sharing nor new technologies will solve problems related to school size. The report recommends 3 broad changes in state policy and 12 specific changes in state procedures/laws; the 3 broad changes are: (1) unbiased consideration of reorganization, (2) provision of additional organizational alternatives, and (3) state acceptance of financial responsibility for costs of expanding educational opportunities in small rural schools. Chapters discuss history of schooling in New York State, describe methodologies and towns/schools studied, examine politics/experiences of district reorganization, and explore resource sharing and innnovative technologies. (LFL)

DOCUMENT RESUME

ED 281 707 RC 016 230

Brown, Violet H.
The Integration of Self-Identity and Self-Esteem through Curriculum Development.
Native American Educational Services, Inc., Chicago, Ill.
PUB DATE- 22 Aug 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indians; Childhood Needs; Cognitive Development; Cultural Background; Culture Conflict; *Curriculum Development; Early Childhood Education; Grade 5; Intermediate Grades; *Language Arts; Language Skills; Lesson Plans; Minority Group Teachers; Nonreservation American Indians; Personal Narratives; Reservation American Indians; *Self Actualization; Self Concept; *Self Esteem; Tribes; Values Education
IDENTIFIERS- Cultural Values
Written specifically for bilingual Native American teachers, this guide discusses the importance of self-esteem for Native American students and provides a set of lessons designed to develop self-esteem and cultural identity. The first section of the guide discusses the relationship among culture, individual identity, and self-esteem, stressing the importance of developing self-esteem in early childhood. Topics include native language maintenance, naming practices, child rearing practices, and the significance of sharing and other cultural values. Personal experiences of growing up in Bridger, South Dakota, on the Cheyenne River Sioux Reservation--are described. Urban and reservation Indian experiences are compared. The first section concludes by urging Native American teachers to plan a curriculum that helps students achieve educational goals by being sensitive to their values and cultures. The second section of the guide consists of six lesson plans that focus on developing self esteem and clarifying values. The lessons, intended for fifth graders, are based on readings from "Are You an Eagle" by Howard Ranier in which the eagle symbolizes human qualities such as strength, commitment, and self determination. Each lesson lists an overall goal, specific objectives, materials, vocabulary, and a language arts activity. (JHZ)

EC

ED 281 324 EC 191 780

Bogdaniak, Roman C.
Emotional Disturbance and Substance Abuse/Addiction Special Education Programming for the Dually-Diagnosed Adolescent.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Clinical Diagnosis; *Drug Abuse; *Drug Addiction; *Emotional Disturbances; Personality Change; Self Destructive Behavior; Suicide
IDENTIFIERS- *Dual Diagnosis

Dually diagnosed adolescents suffering from both severe emotional disturbance and substance abuse/addiction constitute a special population which poses a challenge to health professionals in special education as well as clinical settings. The prevalence of substance use, abuse, and addiction has been shown to be significantly above the national average for severely disturbed adolescents. Typically, the dually diagnosed adolescent falls between the cracks of both the mental health and chemical dependency treatment communities. The interaction of vulnerable individuals, external traumatic stress, and a particular drug effect may synergistically cause dramatic clinical symptoms, including personality changes and deficits in interpersonal skills. The relationship between suicidal ideation and self-destructive behavior as an intrinsic aspect of substance abuse is discussed, and the need for specific treatment programs and specialized facilities is cited. (JW)

ED 281 339 EC 192 436

Halseth, Susan L.
Decisions: A Process for Screening Educational Problems in the Classroom. Participant Workbook.
Cooperative Educational Service Agency #10, Chippewa Falls, WI.; Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- WDPI-Bull-7055
PUB DATE- 85
NOTE- 84p.; Classroom Screening for Learning Disabilities Project. The material was developed in part with funds from the State of Wisconsin, P.L. 94-142 Discretionary Project.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Decision Making; Decision Making Skills; *Educational Diagnosis; Educational Methods; Elementary Secondary Education; Expectation; *Handicap Identification; *Inservice Teacher Education; Intervention; *Learning Disabilities; *Referral; Screening Tests; Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- *Wisconsin
This workbook was developed for an inservice workshop to assist regular education teachers and others in screening and making more appropriate referrals for suspected learning disabilities. The first part of the workbook consists of a series of topic papers that form the theoretical base of the decision-making process used in the workbook for screening education problems. These papers cover introductory material on decisions, rationale for screening, teaching assistance teams, learning disabilities, expectations, and match-mismatch of performance and expectations. Following an overview of the decision process, a series of worksheets are provided to assist teachers in: (1) identifying their own expectations for student performance behavior; (2) comparing those expectations to what the students are doing; (3) asking and answering questions that help to zero in on the problem(s); (4) identifying factors that may be contributing to the problem(s); (5) collecting and analyzing data; (6) deciding on alternatives; and (7) planning classroom intervention strategies. An extensive annotated list of resource materials is also provided, along with the Wisconsin state rules for the identification of children as learning disabled. (KM)

ED 281 354 FL 016 445

Lukacs, Judith, Ed.
Language Teaching in Hungary. Bulletin.
National Inst. of Education, Budapest (Hungary).
PUB DATE- 85
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Difficulty Level; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Higher Education; Language Proficiency; *Language Tests; Laws; Nonmajors; Russian; *Second Language Instruction; *Second Language Programs; Standardized Tests; *Test Format; Translation; Vocational Education
IDENTIFIERS- *Hungary

Three articles discuss aspects of current foreign language instruction in Hungary. "Foreign Languages in Hungarian Schools Today" (Karoly Fulop) surveys the current status of second language instruction, the developments made since reforms were recommended in 1972 and 1979, and possible directions for further development. It looks first at Russian instruction in elementary and secondary schools and then outlines characteristics of second language instruction in general in various school types, including vocational and teacher education programs. Some statistical data are included. "Foreign Language Education in Hungary" (Gyozo Sipoczy) outlines the short- and long-term objectives of the 1979 reforms and describes the current state of instruction at all levels (elementary, secondary, higher, teacher, and adult education). "State Language Examinations in Hungary: A Survey on Levels, Requirements and Methods" (Jeno Bardos) describes the system and instruments for testing language proficiency at three levels. The examinations are administered in common and uncommon languages to anyone over the age of 15 years applying for proficiency certification. The formats, objectives, and topics recommended for study in preparation for the examination are outlined, and the criteria for evaluating performance are summarized for each test type. (MSE)

ED 281 369 FL 016 646

Barnwell, David
Syntactic and Morphological Errors of English Speakers on the Spanish Past Tenses.
PUB DATE- 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; Contrastive Linguistics; *Error Patterns; Higher Education; *Interference (Language); Morphology (Languages); Second Language Learning; *Spanish; *Syntax; *Tenses (Grammar); *Verbs; Writing (Composition)
IDENTIFIERS- *Past Tense
A study examined the patterns of error in the preterite and imperfect tenses in the written Spanish of native English-speaking college students. Errors found in the midterm examination were analyzed to determine whether they were due to incorrect tense, incorrect form of the tense, or both. It was predicted that many students would choose incorrect form or tense, and many more would choose both. Results revealed that very few answered with both incorrect tense and incorrect form, suggesting that the choice of verb tense and knowledge of correct form are largely independent of each other. In addition, interlingual errors (choice of tense) were slightly more common than intralingual errors (choice of verb form), supporting some earlier research results. (MSE)

ED 281 385 FL 016 662

Evens, Martha; And Others
Digging in the Dictionary: Building a Relational Lexicon To Support Natural Language Processing Applications.
National Science Foundation, Washington, D.C.
PUB DATE- Oct 86
NOTE- 13p.; Paper presented at the Computers in Language Research and Language Learning Conference (Urbana, IL, October 25-26, 1986).
GRANT- NSF-IST-85-10069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; *Computational Linguistics; *Dictionaries; Difficulty Level; Discourse Analysis; English (Second Language); Form Classes (Languages); Grammar; *Information Needs; Language Processing; Learning Processes; *Lexicography; Nouns; *Second Language Learning; Semantics; Verbs; *Vocabulary Development
Advanced learners of second languages and natural language processing systems both demand much more detailed lexical information than conventional dictionaries provide. Text composition, whether by humans or machines, requires a thorough understanding of relationships between words, such as selectional restrictions, case patterns, factives, and other kinds of verb implicature. For verbs, we need to know whether they are action or stative, performative or not, and what kinds of complements they take. It is important to know whether an adjective is non-predicating, non-attributive, action, or stative, For nouns, we need relations like taxonomy, part-whole, membership, and modification, and also attributes like count, mass, human, and animate. This paper discusses these and other kinds of lexical information found only implicitly, if at all, in most commercial dictionaries. (MSE)

ED 281 400 HE 019 986

Edgerton, Russell
An Assessment of Assessment.
PUB DATE- 25 Oct 86
NOTE- 20p.; Paper presented to the Annual Invitational Conference of the Educational Testing Service (October 25, 1986). Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Standards; *College Students; *Educational Assessment; Educational Quality; Evaluation Methods; Feedback; *Higher Education; *Performance; *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

Perspectives on educational assessment in U.S. higher education are offered. Assessment is viewed as a tradition of evaluation based on theories and methods distinct from those that underlie tests and testing. Assessment is part of a new movement toward more active teaching and learning that focuses on performance, multiple judgments about this performance, and feedback to the student. Rather than focusing on what students know, the emphasis is on the abilities required for effective performance. Assessment is increasingly being used with adult learners, occupational and professional programs, teacher education, and liberal arts programs. It is claimed that assessment is the label for a new state insistence that campuses maintain minimum standards and demonstrate what students are actually learning. It is the label for a renewed campus interest in collecting information about student performance that is useful for evaluating the effectiveness of programs and the overall campus experience. Testing and accrediting agencies face the challenge of developing measures of real attainment as opposed to tests that indicate how the student performed relative to others taking the test. (SW)

ED 281 428 HE 020 305

Smith, Karen; And Others
Validation of Student and Parent Reported Data on the Basic Grant Application Form, 1978-79 Comprehensive Validation Guide. Procedural Manual for: Validation of Cases Referred by Institutions; Validation of Cases Referred by the Office of Education; Recovery of Overpayments.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 31 Aug 78
NOTE- 102p.; For related documents, see ED 262 728-739 and HE 020 306. Best copy available.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Students; *Disclosure; *Eligibility; Federal Programs; *Financial Aid Applicants; Financial Needs; Guidelines; Higher Education; Information Services; Letters (Correspondence); *Student Financial Aid; *Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

Procedures for validating data reported by students and parents on an application for Basic Educational Opportunity Grants were developed in 1978 for the U.S. Office of Education (OE). Validation activities include: validation of flagged Student Eligibility Reports (SERs) for students whose schools are part of the Alternate Disbursement System; validation of flagged SERs that could not be resolved at schools that act as the disbursing agent; validation of cases referred by schools that find possible misreporting or discrepancies with the SER; validation of SERs selected by OE that may contain errors; and creating payment schedules and collecting funds for students who have received Basic Grant overpayments. The procedures cover: methods for recording and monitoring each type of referral; validating cases referred by schools and OE; providing a telephone service to answer questions about validation; recovering Basic Grant overpayments; and creating a file system to ensure proper storage of materials and timely processing of validation and overpayment recovery cases. Sample letters to be used in the different situations are appended, making up about one-third of the document. (SW)

ED 281 442 HE 020 346

Hardy, Cynthia
The Rational Approach to Budget Cuts: One University's Experience. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; *College Administration; *Decision Making; Evaluation Criteria; Foreign Countries; Higher Education; *Resource Allocation; *Retrenchment
IDENTIFIERS- *ASHE Annual Meeting; *University of Montreal (Quebec)
The experiences of the University of Montreal in using a rational-analytic framework to allocate resources at a time of budget costs are discussed. The following characteristics for rational decision-making are identified and applied to the University of Montreal: whether goals were known, whether alternative methods of resource allocation were known, the availability and use of information, whether consequences were known and judged by criteria, and linkage of resources to decision processes. Since the rational model can co-exist with other models, four competing explanations are considered to help explain the events at the university: the bureaucratic model; the garbage can model (e.g., decisions are not systematically resolved); the political model; and the collegial model. Conclusions include: the university's approach to cutbacks met most of the criteria associated with rational decision-making, but this approach had limited value; the business approach will not guarantee excellence; success depends on political skills; and the business perspective ignores essential political skills. Data about the university and the budget are appended. (SW)

ED 281 456 HE 020 360

Brier, Ellen M.; And Others
The Effects of the Undergraduate Experience on Entering a Prototype Profession. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Career Choice; Educational Quality; Higher Education; *Institutional Characteristics; Longitudinal Studies; Majors (Students); *Occupational Aspiration; *Physicians; *Premedical Students; Prestige; Selective Colleges; *Student Characteristics; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting
A national sample of 337 college students who initially aspired to be physicians were studied for 9 years to determine the influence of precollege characteristics, college origins, and the academic and social experience of college on the likelihood of becoming a physician. Estimates of a 14-variable causal model indicated that the major direct effects on attainment were attributable to college characteristics and the academic experience of college. The selectivity/prestige of the undergraduate institution attended, collegiate academic achievement, and majoring in the physical or life sciences each had significant direct effects on becoming a physician. The direct positive influence of college quality, however, was counterbalanced by its negative indirect effect. The greatest advantage in attending an elite institution accrued to those students with relatively high levels of academic performance. As academic performance declined, so did the positive effect of college quality. The effects of precollege characteristics on becoming a physician were largely indirect, mediated by the student's college experience. While women were no less likely than men to become physicians, being female had a significant negative indirect effect. (SW)

ED 281 470 HE 020 374

Kuntz, Steven S.
Students' Academic Orientations and Their Perceptions of and Preferences for Colleges: Applied Market Research Using the Ideal Point Preference Model and Multidimensional Scaling. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). Figure 2 will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; *College Choice; College Environment; Decision Making; Higher Education; High Schools; *Institutional Characteristics; *Marketing; Models; *Student Attitudes
IDENTIFIERS- *ASHE Annual Meeting; Institutional Image
A model that accounts for high school students' college selection was tested. The ideal point preference model proposes that students prefer the college that most approximates their conception of the ideal college. Also assessed was the extent to which students' academic orientations (vocational, academic, collegiate, or nonconformist) affect their evaluations of institutional characteristics that affect college choice. A total of 408 college-bound high school seniors from 16 Staten Island (New York) schools were administered the College Image Questionnaire. Factor analysis identified four characteristics linked to college choice: academic standards and reputation, religious emphasis and paternalism, being expensive and inconvenient, and social opportunity. Correlation analysis between students' actual college preferences and the rank order of preferences predicted by the model revealed that students applied the model in academic decision-making to a moderate extent. Colleges can employ multidimensional scaling to identify characteristics that students seek in a college as well as their images of local colleges. The college may then decide to shift or project its image close to students' ideals. (SW)

ED 281 484 IR 012 600

Roberts, Jack E.; And Others
A Participative Project to Select Curriculum Relevant Videotapes for the St. Lucie County, Florida, School District Media Center.
Saint Lucie County Public Schools, Ft. Pierce, Fla.
PUB DATE- 31 Dec 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Instructional Material Evaluation; Language Arts; Learning Resources Centers; *Library Material Selection; School Surveys; Science Materials; *Videotape Recordings
IDENTIFIERS- Vendors
A needs assessment survey conducted by the St. Lucie County, Florida, School District Media Center staff in June 1986 indicated that upgrading the district film library was a high priority. The decision was made to concentrate on half-inch VHS videotapes in the areas of language arts and science. The major steps in the process of identifying, previewing, and purchasing relevant videotapes included: (1) obtain funding; (2) locate cooperative videotape vendors for preview sessions; (3) identify specific curriculum topics by surveying teachers; (4) provide curriculum topics to cooperating vendors and ask them to provide relevant videotapes for preview; (5) arrange locations, dates, and other logistics for preview sessions in selected schools; (6) collect and assess preview results and order videotapes with positive reviews to the limit of funding; (7) establish consideration file for titles desired beyond funding capability; and (8) evaluate the project, indicate desired changes, and plan for the future. Appendices include a list of participating vendors and videotapes provided for review, correspondence with vendors, and a videotape evaluation form. (Author/MES)

ED 281 499 IR 012 616

Fayen, Emily Gallup
The Common Command Language.
PUB DATE- 86

NOTE- 6p.; Paper presented at the Defense Technical Information Center Conference on Computer Interfaces and Intermediaries for Information Retrieval (2nd, Boston, MA, May 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; *Information Retrieval; *Man Machine Systems; Online Systems; Standards; Systems Development
IDENTIFIERS- *Command Language; Gateway Systems; Linkage; Machine Readable Data; National Information Standards Organization
A common command language has been proposed for use by systems designers and those developing new user interfaces. There is controversy over the appropriateness of a standard command language, and those who are working in artificial intelligence believe that natural language interfaces will make it unnecessary for users to learn such a language, while systems developers and those working on gateway systems welcome a standard command language because it will make system linkages easier both for systems developers and for users. The NISO (National Information Standards Organization) Subcommittee Z39G was established to specify a common command language applicable to all types of machine readable data for use with databases. The intent was to define a vocabulary and syntax without specifying the operation of the underlying system. The language uses simple everyday English words, usually verbs, with a minimum of punctuation. The draft Command Language Standard is presented in this paper together with comments on the approach and the resulting language. (Author/MES)

ED 281 514 IR 012 634

Reece, Carol Carter
Gender and Microcomputers: Implications for the School Curriculum.
PUB DATE- 19 Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; *Equal Education; *Microcomputers; *Parent Attitudes; Purchasing; Questionnaires; *Sex Differences; Statistical Distributions; *Student Attitudes; Surveys; *Use Studies
IDENTIFIERS- *Computer Ownership; Computer Users
The purpose of this study was to investigate whether parents were more likely to purchase home computers for sons than for daughters, and whether elementary and secondary students reflect sex differences in their attitudes toward computer use. The survey instrument was constructed to provide face validity in order to investigate whether computer use practices among school age children, as reported in the literature, could be observed among local students. Four groups were surveyed--two fifth grade classes, one seventh grade class, and high school computer programming students--and frequency data were analyzed using chi square and converted to percentages. It was found that: (1) there was no observed statistically significant relationship between sex and ownership of home computers at any of the grade levels; and (2) there were no observed sex differences in computer use attitudes among fifth or seventh graders, although a statistically significant relationship was observed between sex and computer use attitudes among high school students, which is consistent with results reported in the literature. It was also found that parents were as likely to provide home computers for daughters as they were to provide them for sons, a divergence from the findings of prior research. However, because of the small sample size and nonrandom sampling, generalization beyond the present sample is limited and further research is indicated. Fourteen references are listed and two figures are appended. (MES)

ED 281 528 IR 012 651

Towne, Douglas M.; And Others
Representing System Behaviors and Expert Behaviors for Intelligent Tutoring. Technical Report No. 108.
University of Southern California, Los Angeles. Behavioral Technology Labs.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Personnel and Training Branch.
PUB DATE- Feb 87
NOTE- 71p.
CONTRACT- N00014-85-C-0040; ONR-NR-535-001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; Computer Software; Equipment Maintenance; Expert Systems; *Interactive Video; Military Training; Programing; Student Evaluation; Technical Education; *Training Methods
IDENTIFIERS- *Intelligent Maintenance Training System; Troubleshooting

Simulation-based software tools that can infer system behaviors from a deep model of the system have the potential for automatically building the semantic representations required to support intelligent tutoring in fault diagnosis. The Intelligent Maintenance Training System (IMTS) is such a resource, designed for use in training troubleshooting skills and in conducting research into intelligent instruction. The IMTS incorporates a generalized model of an expert diagnostician, termed Profile, to evaluate student performance and to recommend improved fault isolation strategies. The equipment expert uses domain-independent editing tools to construct the simulation using previously defined generic objects. As the diagrams are interactively assembled, an underlying representation of system content and structure is automatically produced, allowing the graphical simulation to change in response to student actions during training sessions. The first application of the IMTS will be as a trainer of fault isolation skills for the Bladefolding system of the SH-3H helicopter. In this application, the IMTS is coupled to the Generalized Maintenance Training System (GMTS), a videodisc-based simulator that displays high-resolution color views of the controls and indicators as they are manipulated by the student. Directions for future research are indicated and 21 references are provided. (Author/MES)

ED 281 557 IR 051 902

Libraries and Literacy. A Literacy Handbook.
Michigan Library, Lansing.
PUB DATE- Feb 86
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - General (130)
DESCRIPTORS- Adult Education; *Adult Literacy; Adult Reading Programs; Books; *Functional Literacy; *Illiteracy; *Library Collection Development; Library Services; *Public Libraries; Tutors; Volunteers
IDENTIFIERS- Library Services and Construction Act; *Michigan

This handbook is designed to provide a comprehensive reference source about adult illiteracy for Michigan public librarians, whether or not they currently work with local literacy councils. Introductory material provides listings of members of the Michigan State Legislative Council and Library of Michigan Board of Trustees, and a listing of the Library of Michigan administrators. Functional illiteracy is defined; a glossary of terms and a summary of literacy statistics are provided; and the following topics are briefly discussed: (1) Adult Performance Levels; (2) Adult Education; (3) Illiteracy Generates Itself; (4) Libraries and Literacy; (5) Books Popular with Adult New Readers; (6) Collection Development for Libraries; (7) Publishers; (8) Ways the Library Can Serve the Illiterate Adult; (9) Michigan Libraries; (10) Organizations; (11) Coalition for Literacy; (12) Michigan Adult Literacy Initiative; (13) Michigan Libraries That Received LSCA (Library Services and Construction Act) Funding for Literacy Projects; (14) Recruiting Adult New Readers; and (15) Recruiting Volunteer Tutors. Sample press releases and library and literacy logos are also included, and a listing of background reading sources on functional illiteracy is provided. (KM)

ED 281 584 JC 870 201

Enrollment Information: 1985-86. State of Connecticut Board of Trustees, State Technical Colleges.
Connecticut State Board of Trustees for State Technical Colleges, Hartford.
PUB DATE- Mar 87
NOTE- 55p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Day Students; *Enrollment; Enrollment Rate; *Enrollment Trends; Extension Education; Full Time Equivalency; *Majors (Students); State Surveys; Student Attrition; *Student Characteristics; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Connecticut

Enrollment information for the State of Connecticut State Technical Colleges is presented, based on official enrollment reports submitted by colleges during the 1985-86 academic year. First, report highlights are presented, including: (1) full-time equivalent (FTE) counts tended to be higher than headcount enrollments, indicating that the average technical college student was taking more than 15 credit hours per term; (2) nearly 85% of the students within the tuition fund (which corresponds roughly to the day division) attended on a full-time basis; (3) women constituted nearly one-fifth of the enrollment, though 1985 saw a decline in the proportion of women enrolled, reversing a 5-year general trend; (4) over 66% of the degree students enrolled in electrical engineering, data processing, or mechanical engineering programs; (5) the average extension fund student carried just under five credit hours per term; (6) electrical engineering and data processing accounted for nearly half of the headcount for associate degree programs within the extension fund; (7) only 3% of all students were enrolled in certificate programs; (8) enrollment of students in pre-technical programs was less than 1%; (9) the average tuition fund attrition rate from fall to winter term was 12.1%, while the extension fund attrition rate was 25.7%; and (10) minority enrollment was higher in the tuition fund (14.5%) than in the extension fund (8.9%). The bulk of the report consists of data tables and graphs. A graduate placement report is appended. (EJV)

ED 281 597 JC 870 226

Hecht, Alfred R.; And Others
Contemporary Technologies...3...An Updated Plan for NIACC's Future.
North Iowa Area Community Coll., Mason City.
PUB DATE- 19 May 87
NOTE- 52p.; Progress report presented to the Superintendent and the NIACC Board of Directors by the Contemporary Technology Task Force. For the 1985 and 1986 plans, see ED 257 496 and ED 273 323, respectively. Figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; *College Planning; Community Colleges; Computer Assisted Instruction; Computer Oriented Programs; *Computers; *Curriculum Development; Educational Technology; *Humanities Instruction; Manufacturing; *Technical Education; *Technological Advancement; Two Year Colleges
An update is provided on North Iowa Area Community College's (NIACC's) progress toward achieving its goals with respect to the use of contemporary technologies, along with plans for further progress. Part I examines the characteristics of contemporary technology and provides information on NIACC's Contemporary Technology Strategic Planning Initiative (a three- to five-year plan for expanding the use of technological advances on campus). The next three sections focus on technology-related changes implemented in the manufacturing technology, business technology, and humanities programs. Each section provides information on equipment purchases; effects of the introduction of the new equipment on students, faculty, and the program; and plans concerning equipment selection, curricular applications, students to be served, location and layout. Finally, part V offers summary comments about the need for a continuous investment in updating knowledge, skills, and equipment, and NIACC's efforts to meet the challenge. (EJV)

ED 281 610 PS 016 380

Oden, Sherri
The Development of Social Competence in Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attachment Behavior; Cognitive Development; Elementary Education; Elementary School Students; *Infants; *Interpersonal Competence; Parent Child Relationship; Peer Relationship; *Social Cognition; *Socialization; *Toddlers; Young Children
IDENTIFIERS- ERIC Digests

Research on the development of social competence in children is reviewed in this ERIC digest. The focus is on the social development of infants and toddlers which takes place in the family, in peer groups, and in preschool. The importance of infant bonding with at least one particular adult, socialization of the developming child within the family context, and the contribution of peer relationships to social development are discussed. Also considered are factors which limit children's social development, peer relationships in elementary school and the long-term benefits of positive peer interactions, and societal factors which influence children's social development. (RH)

ED 281 625 PS 016 479

Carpenter, C. J.; And Others
Adult-Supplied Structure and Children's Activity Levels.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Learning Activities; *Physical Activity Level; *Preschool Children; Preschool Education; *Teacher Behavior; *Teacher Influence
IDENTIFIERS- *Activity Structure
This study investigated the relationship between preschool children's participation in play activities structured by adults and the level of motor activity children exhibited while in those activities, to test the hypothesis that children's motor activity levels vary according to the level of structure imposed on activities by adults. Subjects were 44 preschool children in three age-segregated classrooms for children 2 to 3, 3 to 4, and 4 to 5 years of age. Using a 10-second interval observation recording code, trained observers recorded each child's activity during the free play period for 15 minutes 1 day a week for 4 weeks. Categories noted were the activity in which the child was involved, the occurrence of teacher feedback to the child, and motor activity in one of four levels: (1) little arm, no leg; (2) some arm, some leg; (3) lots of arm, some leg; and (4) lots of arm, lots of leg. Sex by classroom/age were independent variables in a multiple analysis of variance. Quiet levels of motor activity were associated with activities with the middle and highest amount of teacher directions, instructions, or comments. Active levels of motor movement were found to occur when teacher feedback was lowest. Similar results were found in all three classrooms. It is concluded that results offer modest support for the hypothesis that the amount of contact and supervision from adults may be one underlying factor in the development and maintenance of children's motor activity levels. (RH)

ED 281 654 PS 016 520

Honig, Alice S.; McCarron, Patricia A.
Prosocial Behaviors of Handicapped and Typical Peers in an Integrated Preschool.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Disabilities; *Mainstreaming; Play; *Preschool Children; Preschool Education; *Prosocial Behavior; Social Bias; Teacher Influence; Teacher Role
IDENTIFIERS- *Activity Settings; *Normal Children
Initiations of prosocial actions by mainstreamed handicapped and normal preschool children were studied to discover (1) which preschool activity setting was more conducive to prosocial interactions; (2) which specific prosocial bids were more likely to occur in various settings; (3) whether frequency of prosocial behaviors was related to preferential directionality; and (4) what proportion of prosocial behaviors were child-initiated rather than teacher-directed. Six types of prosocial bids were recorded for 10 typical and 5 special children in four activity settings. Findings indicated that setting had a significant effect. Most of the 210 prosocial bids occurred during free play, many during structured play and gym, and the fewest during teacher-directed structured circle time. Sharing, cooperating, and helping were the most frequent prosocial behaviors. Sympathy and praise were rare. No nurturing was observed. In addition, no directionality preferences were found. Typical children initiated twice as many prosocial bids as did atypical peers. Taking into account the expected probabilities for interactions given the significantly different prosocial activity levels for each group and the different numbers of children per group, no preferences, or "prejudices," were found. It is concluded that contact alone with typical children does not build interpersonal skills of atypical children. Teachers and therapists must specifically model and facilitate prosocial skills. (Author/RH)

ED 281 414 HE 020 202

Starr, S. Frederick
Science and Liberal Education at Oberlin.
Oberlin Coll., Ohio.
PUB DATE- Jan 87
NOTE- 17p.; Essay reprinted from the Oberlin College 1985-1986 Annual Report.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Mathematics; *College Science; Curriculum Development; *Declining Enrollment; Graduation Requirements; Higher Education; Mathematics Instruction; *Mathematics Teachers; Science Instruction; Science Laboratories; *Science Teachers; Student Recruitment; Teacher Recruitment; Teacher Student Relationship; Teacher Supply and Demand
IDENTIFIERS- *Oberlin College OH
Oberlin College's strength in science and mathematics is discussed by its president, along with the state of these fields in the United States and the contributions that liberal arts colleges can make. Of concern nationwide are declining enrollments in science and mathematics, low performance in these fields of U.S. students compared to other developed countries, and a projected future undersupply of math and science teachers. Oberlin College's strength in the sciences and mathematics is due in large part to the quantity and quality of student-faculty contact. Faculty members, rather than graduate students, teach undergraduates at the college, and Oberlin faculty also involve undergraduates in their research projects. The college emphasizes fundamentals and breadth, since only one basic introductory course per scientific discipline is offered. The recruitment of the gifted in science and mathematics is a priority at the college, which also has created over 33 new science and mathematics courses since 1983. Competitive salaries, grants, and paid research leaves are important to recruiting faculty, and well-equipped laboratories and an overall climate favorable to science and mathematics are also emphasized.

(SW)

ED 281 543 IR 051 886

Library Materials Cost Studies. SPEC Kit 60.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 80
NOTE- 137p.; For update of this SPEC Kit, see ED 235 801. Some tables contain small, broken print.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($15.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Books; *Budgeting; Budgets; *Cost Indexes; Data Collection; Economic Factors; Foreign Countries; Higher Education; *Library Acquisition; Library Administration; Library Expenditures; *Library Materials; Periodicals; *Research Libraries
IDENTIFIERS- Canada

This collection of documentation from library materials cost studies conducted by members of the Association of Research Libraries (ARL) member libraries in the United States and Canada contains 11 documents divided into the following sections: (1) methodologies and data collection worksheets from the University of California at Berkeley, the University of Chicago, Colorado State University, and Indiana University; (2) budget-related documents from Stanford University, the University of Minnesota, the State University of New York at Stony Brook, and the University of Western Ontario; and (3) analysis of economic trends by Princeton University, the University of Michigan, and Stanford University. A concise summary of related issues and trends discusses the utilization of local cost data versus published data found in the "Bowker Annual," "Library Journal," and other sources; characteristics of local cost studies; and the concerns involved in the systematic collection and efficient use of standardized data on cost of materials on the international, national, and local levels. An evaluation sheet for this ARL Systems and Procedures Exchange Center (SPEC) kit is also provided. (KM)

ED 281 571 JC 870 113

Cofer, Berdette H.; Cunningham, W. Dean
Public and Private Cooperation in Providing Student Housing. ACCCA Management Report, 1986-7/3.
Association of California Community Coll. Administrators.
PUB DATE- 3 Jul 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Community Colleges; Construction Costs; *Construction Needs; Cooperative Programs; *Facility Requirements; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Columbia College CA
Prospective students interested in attending Columbia College, which is located in a rural area near Sonora, California, have, until recently, faced a lack of available on- and off-campus housing. In 1983, a local developer expressed an interest in building and operating student housing on campus. After determining the feasibility and legality of such an arrangement, the college adopted a resolution stating an intention to lease property for the purpose of requiring a lessee to construct and operate student housing and to receive and consider proposals for the joint occupancy of such housing. A Request for Proposals, which was developed by a campus committee, specified minimum legal requirements, as well as college/district requirements concerning costs and budgeting, design approval, operational plan approval, and security responsibilities. A public hearing was held to review the proposals and award the 40-year lease. This unique arrangement between a public agency and a private builder cooperating to construct student housing offers the following benefits: (1) students have quality housing located on campus at a reasonable rate; (2) the college gains student housing at no cost to its budget; and (3) private capital is investing in the future of Columbia College. (AYC)

ED 281 640 PS 016 504

Straatman, Marcelle; Lindauer, Shelley
Especially for Parents: Understanding Babies and Toddlers; Understanding Three- to Six-Year-Olds; Disciplining Preschoolers.
Idaho State Univ., Pocatello. Cooperative Extension Service.; Oregon State Univ., Corvallis. Cooperative Extension Service.; Washington State Univ., Pullman. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- PNW279; PNW280; PNW281
PUB DATE- Jan 86
NOTE- 13p.; A Pacific Northwest Extension Publication.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attachment Behavior; *Discipline; Emotional Development; *Individual Development; *Infants; Parent Role; *Personality; *Preschool Children; Self Concept; Toddlers
IDENTIFIERS- *Developmental Patterns
This document consists of a compilation of three separate 4-page brochures by the same authors: (1) understanding babies and toddlers; (2) understanding three to six-year olds; (3) disciplining preschoolers. The first brochure covers bonding and attachment, infant temperament, patterns of growth, and the characteristics of children during the first, second, and third years of life. The second brochure describes characteristics of 3-, 4-, and 5-year-olds and ways of promoting the child's self-image. The third brochure points out characteristics of 3- and 4-year-olds that should be considered in disciplining them; describes a way of thinking about discipline that differentiates between rigid enforcement, permissive discipline, and developmental discipline; advises parents to set limits, be a model for children to copy, and use natural consequences; points out causes of children's misbehavior; and urges parents to teach their children ways to handle jealousy, anger, and aggression. (RH)

ED 281 668 PS 016 538

Fine, Billye Joyce
Recruit, Train, and Involve Retired Senior Citizens as Volunteer Aides in the Preschool Program.
PUB DATE- 86
NOTE- 102p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Improvement; *Intergenerational Programs; Intervention; *Older Adults; *Preschool Children; Preschool Education; *Teacher Aides; *Training; *Volunteers
To provide assistance to teachers attempting to implement a thematic, discovery-oriented preschool curriculum under funding conditions preventing a desirable teacher-pupil ratio, a practicum was designed to recruit and train retired senior citizens and involve them as volunteer aides in the preschool program of a church school located in the Southeastern United States. Intervention involved (1) four preservice training seminars providing training in child development, relationship building, and discipline; and (2) seven inservice training seminars training volunteers in such areas as verbal and nonverbal communication, creative learning centers, and leaders becoming enablers and facilitators. Practicum evaluation data suggest that volunteers learned facts and skills taught in training sessions and that they also applied the skills and resources they had learned. The project and its outcomes are described in five chapters and supporting documentation is provided in 24 appendices. (Author/RH)

ED 281 682 RC 016 171

The Culture of Immigrant Populations and Cultural Policies: Socio-Cultural Innovations in the Member States of the CDCC. Summary of the Meeting (Strasbourg, France, March 4-5, 1986). The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(86)34
PUB DATE- 87
NOTE- 33p.; For other reports on this project, see RC 016 198-199.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; *Cultural Activities; Cultural Awareness; Cultural Pluralism; *Ethnic Groups; Foreign Countries; *Government Role; Immigrants; *Intercultural Programs; *Migrant Education; Migrants; *Migrant Youth; Multicultural Education; Program Descriptions; Public Policy; School Role; Sociocultural Patterns; Young Adults
IDENTIFIERS- *Europe

Proceedings of a meeting on immigrant culture are summarized in this report, which aims to outline the main questions asked and answered at this final activity of a 5-year project carried out by the Council for Cultural Cooperation. The introduction discusses the goals of the meeting which were to define the culture of migrants, especially of young people of immigrant origin, and to call on institutions to explain their cultural policies and programs for the benefit of migrants and ethnic minorities. A summary of Antonio Perotti's keynote speech lists new trends in European migration and notes problems such as youth unemployment, antisocial behavior, and racist attitudes towards young people. Part I of the report deals with ways in which migrants give expression to and develop their culture. Strategies for cross cultural communication are cited, including a German coffee house-meeting house scheme for women of foreign extraction, the use of drama, and literary and music competitions to encourage cultural awareness. Part II examines recent political and institutional responses to the challenge of the cultural development of migrants. Public policies in different European countries are summarized. Appendices contain the meeting agenda, a directory of participants, and a directory of cultural programs mentioned in the report. (JHZ)

ED 281 695 RC 016 206

Financial and Demographic Characteristics of Urban and Rural Local Governments in Four Northeast States.
Massachusetts Univ., Amherst. Cooperative Extension Service.
SPONS. AGENCY- Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- Jan 87
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Expenditures; *Income; *Local Government; Population Growth; *Population Trends; Property Taxes; Research Design; *Research Needs; Rural Areas; *Rural Urban Differences; Unemployment; Urban Areas
IDENTIFIERS- Counties; Maryland; Massachusetts; New York; Pennsylvania; *United States (Northeast)

Rural-urban fiscal and demographic differences were identified in local governments of Maryland, Massachusetts, New York, and Pennsylvania. Census data and a classification system of urban and rural counties were used to analyze differences in local government revenue/expenditure levels and patterns, expenditure categories, population change, percent of population over 65, unemployment, and personal income per capita. Urban counties were found to have higher revenue/expenditure levels, lower education and highway expenditures, higher intergovernmental aid per capita, and higher property taxes. Rural counties were found to have lower revenue/expenditure levels, budgets dominated by education and highway expenditures, high percentage of elderly/low-income populations, and more population growth. Identified needs for further research included: (1) assess implications of rural-urban differences for public policy planning; (2) develop data sources and research designs specific to governmental structures and policy concerns of the respective states; (3) improve descriptive research on local government characteristics; (4) resolve problems of lack of comparable data on local government activities; and (5) recognize complexities of relating to processes of governance such functions as community preferences and circumstances, service costs, and ability to pay. Figures in the text present report data; tables of county types and comparative fiscal data comprise the appendix. (LFL)

ED 281 708 RC 016 231

Poli, Bonnie; Fluker, Sam S.
Pesticide Safety for Farmworkers = Uso Seguro de Pesticidas para los Trabajadores del Campo.
Florida Univ., Gainesville. Florida Cooperative Extension Service.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Pesticide Programs.; Extension Service (DOA), Washington, D.C.
PUB DATE- Apr 85
NOTE- 29p.
AVAILABLE FROM- Pesticide Farm Safety Staff (TS-757), Office of Pesticide Programs, U.S. Environmental Protection Agency, 401 M Street, S.W., Washington, DC 20460.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accident Prevention; *Agricultural Laborers; Agricultural Personnel; *Agricultural Safety; First Aid; Migrant Workers; *Occupational Safety and Health; *Pesticides; Physical Environment; Physical Health; Poisoning; *Safety Education; Work Environment

A booklet for farmworkers and employers uses illustrations and simple text in English and Spanish to inform about the dangers, precautions, and use of pesticides. Topics covered include methods of pesticide absorption; signs/symptoms of pesticide poisoning; first aid; residues; appropriate work clothes; safe and unsafe pesticide practices; how to interpret information found on pesticide labels--brand name, meaning of the signal words danger/warning/caution, printed first aid directions, directions for use of pesticides and precautionary statements; re-entry periods; and worker protection standards. A list of addresses and telephone numbers for regional offices of the United States Environmental Protection Agency and toll-free number and address of the Agency's Pesticide Farm Safety Program are provided. (LFL)

SE

ED 281 325 EC 192 416

Brady, Mary E.
A Critical Review of the State of Art of High Tech Communication Aids--1984.
Wisconsin Univ., Madison. Trace Center.
PUB DATE- 84
NOTE- 14p.; A product of the Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals. Paper presented at the Discovery '84: Technology for Disabled Persons Conference (Chicago, IL, October 1-2, 1984) under the title "The State of the Art of High Tech Aids."
AVAILABLE FROM- Trace Research and Development Center, S-151 Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($1.80).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); *Communication Aids (for Disabled); *Computers; *Disabilities; *Electronic Equipment; Engineering; Input Output Devices

The paper details the current state of the art in applying technology to communication with the disabled. Noted is the increased application of modularity to hardware design allowing upgrading as improvements become available. After definitions of such key terms as "conversation," "control," and "computer access," the paper looks at components of aid systems including the physical interface, the selection technique, acceleration techniques, output forms, and the underlying processes involved in communication and control activities. Specifically critiqued are aid systems in the area of voice output, synthetic speech for telephone communication, visual displays accompanying voice output devices, and computer access and control. (DB)

ED 281 370 FL 016 647

Farukuoye, Helga
A Lingua Franca for Africa. Esperanto Documents No. 36A.
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 86
NOTE- 19p.
AVAILABLE FROM- Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00 and 10 percent postage and handling; bulk prices available).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; English (Second Language); Foreign Countries; *Intercultural Communication; Language Maintenance; Language of Instruction; Language Planning; *Language Role; *Native Language Instruction; *Official Languages; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Africa; *Esperanto

The actual possibilities for communication among Africans are unsatisfactory. While the north has adopted Arabic as its lingua franca, most African states south of the Sahara still use the language(s) of their former colonial masters as official languages, thereby neglecting their native languages. This situation excludes many people from higher education because of language difficulties, perpetuating a kind of cultural imperialism, and splitting the continent into different language blocs. Every African child should be taught his native language or the language of the immediate environment through the end of secondary school, but Africa also needs a lingua franca. English and other European languages are inappropriate for a variety of reasons, and many native languages pose political problems. However, Esperanto would satisfy Africa's need for a politically neutral, easy-to-learn, well-developed, and rich language and could be successful if its introduction were well-planned and gradually executed. It should first be propagated privately, especially among teachers and teacher trainers, then introduced as an optional school subject, then be made a compulsory school subject, and finally be used as a medium of instruction. The history and development of Esperanto are explored, and examples of the language's grammatical structure are included. (MSE)

ED 281 386 FL 016 663

Flores, Norma Landa
Teaching Pronunciation through Functional Oral Communication Techniques.
PUB DATE- Feb 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (58th, Salt Lake City, UT, February 14-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Communication Skills; *Course Content; Course Descriptions; *Course Organization; *English (Second Language); Higher Education; Instructional Materials; Paralinguistics; Phonetics; *Pronunciation Instruction; Receptive Language; Second Language Instruction; *Speech Communication
The syllabus for a college-level speech course at California State University, Los Angeles, designed to help students of English as a second language bring their pronunciation closer to mainstream English is presented. While the primary focus is on pronunciation improvement, the course also provides functional communication practice. The students are about evenly distributed in engineering, business, and education majors, and speak over 16 native languages or dialects. Activities include cognitive learning techniques through instruction in the International Phonetic Alphabet and its use, communicative interaction techniques through interactive drills, exercises, and self-quizzes, and functional oral communication techniques through audience analysis, organization, and delivery practice for informative and persuasive speaking. (MSE)

ED 281 443 HE 020 347

Stanton, Charles M.
Islamic Roots of the Medieval University: A Forgotten Legacy. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; *Comparative Education; *Educational History; *Foundations of Education; *Higher Education; *Islamic Culture; Western Civilization
IDENTIFIERS- *ASHE Annual Meeting
The linkage of the formal structures of higher learning in Islam and the development of higher education in the Medieval West is discussed. Recent findings indicate a transference of instructional methodology and even some organizational forms from Islamdom to the Christian West during the eleventh and twelfth centuries. Islamic models of higher education predate those in Medieval Europe by as much as two centuries. There were ample opportunities for exchange of ideas and the flow of information about Islamic higher education to the West through Spain, Sicily, and Byzantium. Also, both Islam and the Christian West shared a classical Greek heritage. Both Arabic and Latin academic communities showed a parallel structure of instructional methodology. For both Islamic and Christian scholars, scholastic methodology arose from the tension between faith and reason. Scholastic methodology appeared first in legal studies and later in theological studies. As a result of the control of higher education by scholastic methodology, humanistic studies declined in both Islam and the Christian West. Organizational forms in Islamic and Christian higher education are also considered, including the founding of colleges through endowments. (SW)

ED 281 457 HE 020 361

Kolman, Eileen M.; And Others
The Influence of Institutional Culture on Presidential Selection. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; Catholic Schools; *Church Related Colleges; *College Environment; *College Presidents; Higher Education; *Organizational Climate; Search Committees (Personnel); *Values
IDENTIFIERS- *ASHE Annual Meeting
The influence of institutional culture on the selection of college presidents was investigated at three Catholic colleges sponsored by women's religious communities. The concepts of institutional saga and culture were used to describe the dynamics at work in presidential selection. The constant comparative method and triangulation (i.e., using multiple data sources to verify findings) were used to analyze institutional data that included transcripts from taped interviews, field notes, and copies of documents. While all three colleges used the same rational search committee process, the dynamics of the search were determined by institutional values, key institutional events, and the attitude of the college community toward the incumbent. At one of the colleges, where institutional culture was very strong, the presidential search was direct and straightforward. Another college that had a moderately strong culture also had an uncomplicated search. The weak culture of the remaining college meant there was no unified perception of the institution or the qualities of the leader that was needed. In the three cases, the general strength of the culture affected the clarity and focus of the search process. (SW)

ED 281 485 IR 012 601

Mandinach, E.; And Others
Review of Research on the Cognitive Effects of Computer-Assisted Learning.

California Univ., Berkeley. Lawrence Hall of Science.; Far West Lab. for Educational Research and Development, Berkeley, Calif.
PUB DATE- Jul 83
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aptitude Treatment Interaction; Artificial Intelligence; *Cognitive Processes; Cognitive Structures; Cognitive Style; *Computer Assisted Instruction; Computer Simulation; *Computer Software; Educational Games; Elementary Secondary Education; Epistemology; *Learning Theories; Literature Reviews; Microcomputers; Problem Solving; Research Design; *Research Utilization

This review of the research on the cognitive effects of computer-assisted instruction begins with an overview of the ACCCEL (Assessing Cognitive Consequences of Computer Environments for Learning) research program at the University of California at Berkeley, which consists of several interrelated studies examining the acquisition of such higher cognitive skills as strategic planning knowledge, inductive reasoning, and deductive reasoning in computer learning environments. The context and theoretical issues in computer environments for learning are also discussed, including claims about such environments, distinctive features of these environments, and pedagogical and learning theories related to software design. Among the subject areas covered in this comprehensive literature review are: (1) individual differences in aptitude and ability and ATI (aptitude treatment interaction) research, including cognitive styles and affective factors; (2) problem solving and knowledge states; (3) instructional psychology; (4) planning; and (5) computer-assisted instruction, computer tutors, and artificial intelligence. Characteristics of software selected for study--WUMPUS, Creative Play, Rocky's Boots, Yellow Light, and Pattern Discovery--are described, and a discussion of the implications of the research reviewed for the design and implementation of future research concludes the report. An 11-page bibliography is provided. (MES)

ED 281 500 IR 012 617

Computer and Television Equipment Report from Statewide Survey in October 1985.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Apr 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Television; Elementary Secondary Education; *Facility Inventory;

*Microcomputers; *School Administration; School Districts; State Surveys; *Video Equipment
IDENTIFIERS- *South Carolina

The 1985 Computer and Television Equipment Survey was, for microcomputers, the third statewide assessment of equipment in South Carolina schools and school district offices. This report provides a comparison of data from the 2 previous years where appropriate to give educators evidence of trends for decision making in the use of technology in education. Data on the following are shown in tabular form: (1) changes in the number of computers in schools and district offices by brand; (2) changes in the number of computers in schools and district offices by use, including computer-assisted/computer-managed instruction, administrative uses, printers, and the ratio of computers to students; (3) number of instructional and administrative uses of computers by school level; (4) number of computers in schools and the ratio of computers to schools; (5) frequency of K-12 schools per number of computers from 1-2 computers to 10 or more; and (6) statewide school television, videotape recorder, and computer equipment reported by districts. (MES)

ED 281 515 IR 012 635

Guide to Distance Learning as an Alternative Delivery Procedure.
Texas Education Agency, Austin.
PUB DATE- Mar 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Delivery Systems; *Distance Education; *Educational Methods; *Educational Policy; Elementary Secondary Education; *Instructional Design; State Departments of Education; *State Standards; Technical Assistance
IDENTIFIERS- Monitoring; Program Review; *Texas Education Agency

This guide addresses distance learning programs as one approach to the alternative procedures identified by state regulations for use by Texas schools. The general introduction to procedures and regulations for use of distance learning that is provided in the first section briefly describes distance learning, eligible plan sponsors, course requirements, district policy, responsibilities of the program operator and district, distance learning program characteristics, and the importance of instructional design. The second section provides some background information and presents state standards and procedures in a concise package. Topics covered include: (1) Texas Education Agency (TEA) general requirements for distance learning courses; (2) TEA review of distance learning program plans; (3) quality standards; (4) funding for distance instruction; and (5) institutional arrangements. The third section covers the functions of TEA in distance learning including technical assistance, review and approval of plans, monitoring, reporting, and accreditation. Definitions used in this guide are appended. (MES)

ED 281 529 IR 012 652

Roles in Media Program Development: School and Community. Revised Edition.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 85
NOTE- 28p.; For a media specialist's handbook and descriptions of media programs, see IR 012 643 and IR 012 647. For an earlier edition, see ED 248 893.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Advisory Committees; *Community Role; Coordinators; Elementary Secondary Education; Guidelines; Media Specialists; *Occupational Information; Paraprofessional School Personnel; Principals; *Staff Role; Superintendents; Teacher Role
IDENTIFIERS- *Georgia; Georgia State Department of Education

This guide initiated by the Area Media Committees for the state of Georgia provides a description of the role of the community in the development of school media programs as well as the responsibilities of educational personnel, including the superintendent, system media contact person, media coordinator, curriculum coordinator, system media committee, principal, school media specialist, instructional staff, building media committee, media paraprofessional, and media aide. These descriptions are not meant to be used as evaluative tools, but rather to prescribe appropriate activities. The intended audience includes: (1) individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program; (2) administrators seeking to hire competent employees; (3) educators trying to identify staff development needs; (4) local board members wanting to understand the complexities of media program development; (5) media specialists defining job expectations; (6) media committee members seeking orientation to their new role; and (7) college faculties adapting training programs to meet today's needs. Lists of members of the Area Media Committees are provided for the years 1980 through 1985 and a map indicates the geographical locations of the six areas. (MES)

ED 281 558 IR 051 903

Library/Information Skills for Quality Education.
Texas Education Agency, Austin.
PUB DATE- Jan 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Information Seeking; Learning Resources Centers; *Library Instruction; *Library Skills; Preschool Education; School Libraries; *Skill Development; State Curriculum Guides
IDENTIFIERS- *Course Integrated Library Instruction; *Information Skills; Texas

Developed as a direct response to requests from librarians and principals for a scope and sequence guide for library/information skills for students in grades prekindergarten through 12, this document is designed to help librarians and teachers not only to present and document mastery of the mandated essential library/information skills, but also to exceed requirements through selecting additional skills for the curriculum in the promotion of quality education. Library/information skills as part of the school's curriculum are discussed, and skills drawn from the 12 areas outlined in the Texas State Board of Education Rules of Curriculum are enumerated on a grade-by-grade basis for grades prekindergarten through 8. The exact citations for the mandated skills are included in a column to the left of the outline format, and additional skills which should be taught in a quality program are also included in the outline. Skills for grades 9 through 12, which are outlined by course, are taken directly from the State Board of Education Rules for Curriculum and follow the format of that publication. (KM)

ED 281 611 PS 016 424

Hyson, Marion C.; And Others
Influences on Attitudes toward Physical Affection.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Delaware Univ., Newark.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 41p.

CONTRACT- OERI-400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adults; *Child Rearing; *Negative Attitudes; *Parents; Perception; Preschool Education; *Preschool Teachers; Sexual Abuse; Teacher Role
IDENTIFIERS- *Adult Child Relationship; *Physical Contact
Recent publicity about sexual abuse may be creating more negative attitudes toward normal physical affection. In a study designed to probe this possibility, 301 parents, nonparents, and early childhood professionals rated the extent of their approval of videotaped adult-child interactions. Before viewing the tape, half of the subjects read a statement about sexual abuse and the other half read about the benefits of touch. Within each group, half of the subjects were told that the videotaped adults were parents while the others thought the adults were day care providers. Analysis of approval scores for touch and no-touch scenes showed that: (1) when subjects were attuned to sexual abuse they were more likely to disapprove of affectionate touching and to favor non-physical interactions; (2) subjects approved physical affection more when it came from a parent rather than from a day care provider; (3) men tended to be less approving than women of physical affection between adults and children; and (4) early childhood professionals were especially approving of physical affection and their opinions were more resistant to manipulation than were other subjects' opinions. (Author/RH)

ED 281 626 PS 016 480

Riley, Dave
Father Involvement with Six-Year-Olds: Correlates Differ by Maternal Employment Status and Area of Child Rearing Involvement.
SPONS. AGENCY- Wisconsin Univ., Madison. Graduate School.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Employed Parents; *Fathers; Parent Child Relationship; *Parent Participation; *Research Design; *Young Children

Tested were two elaborations of research design which were implemented to explain inconsistent findings concerning levels of father involvement in child rearing when the mother is employed. The first elaboration was to study separate dimensions of fathering participation, rather than treating it as a unitary factor. The second elaboration was to use maternal employment status to classify one-earner and two-earner families, rather than to treat maternal employment as an independent variable. Subjects in this study were 70 two-parent non-Black families, each having a 6-year-old child and a father who was employed full-time. Findings indicated that father involvement in child rearing had stronger correlates in the two-earner sample than in the one-earner sample, supporting the conclusion that one-earner and two-earner families should be treated as separate populations within which different factors may influence paternal involvement. In addition, father involvement in routine child care and in play with the child had different correlates. Generally, study results showed that weaker and less accurate findings would have resulted from using an overall measure of paternal child rearing participation and an analysis strategy that combined both family types. (RH)

ED 281 669 PS 016 539

Hertz, Rae
Learning Can Be Child's Play: A Developmental Presentation for Parents and Teachers.
PUB DATE- 86
NOTE- 83p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audiovisual Instruction; Behavior Problems; *Developmental Programs; Educational Improvement; Intervention; *Kindergarten Children; Learning Problems; Meetings; *Parent Attitudes; *Play; Primary Education; *School Readiness; *Teacher Attitudes
IDENTIFIERS- *Developmental Curriculum; Slide Tape Presentations
The implementation of a developmental kindergarten program designed to address the needs of kindergarten children with learning and behavior problems was resisted by parents. As a result, a practicum was designed for teachers to (1) provide information needed to improve skills necessary for conferences with parents regarding developmental placement programs, and (2) increase understanding that some kinds of school problems can be solved through the successful implementation of developmental programs. Supplemented by posters and informative handouts, intervention consisted of a slide presentation picturing children engaged in various learning activities in a developmental kindergarten classroom and an accompanying cassette-recorded text explaining the cognitive learning benefits of a play-center style of classroom environment and accentuating the positive aspects of developmental theory. The presentation was made to 450 parents, teachers, and other interested viewers at public schools, preschools, day care centers, and teacher in-service meetings in a rapidly growing Florida school district. The goal of the intervention was that 80 percent of teachers and others viewing the slide presentation would demonstrate increased knowledge regarding such classroom activities. The practicum goal was met. The teacher survey, viewer survey, sample photographs, and handout are appended. (Author/RH)

ED 281 340 EC 192 437

Gordon, Elizabeth; And Others
Mentally Retarded Youth in Transition in Allegheny County.
Health and Welfare PLANNING Association, Pittsburgh, PA.
PUB DATE- Jun 86
NOTE- 89p.; The document was funded by a grant from the Edith L. Trees Charitable Trust. Pages 7-13 printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; County School Districts; *Education Work Relationship; Mainstreaming; *Mental Retardation; Mild Mental Retardation; Moderate Mental Retardation; *Program Descriptions; School Surveys; Secondary Education; Severe Mental Retardation; Special Classes; Special Programs; Special Schools; *Transitional Programs; Young Adults
IDENTIFIERS- *Pennsylvania (Allegheny County); *Pennsylvania (Pittsburgh)
This report focuses on the transition situation of mentally retarded (MR) youth in Allegheny County, Pennsylvania. The county is served by two Intermediate Units: IU2 (1170 MR students) serves the Pittsburgh School System and emphasizes mainstreaming, with the mildly handicapped attending neighborhood schools and severely handicapped attending a special school; IU3 (2301 MR students) serves the 42 suburban school districts and emphasizes special education centers. Statistical and descriptive data and descriptions of services are provided concerning educable (EMR), trainable (TMR), and severely/profoundly (SPMR) retarded students and former students. Data are also provided from two recent follow-up studies, one of mainstreamed EMR school leavers and the other of EMR, TMR and SPMR graduates of special education centers. The systems serving MR youth and the way contact is made with these systems are described. Local developments intended to improve extant conditions are also described. Recommendations regarding work alternatives for MR youth, interagency cooperation and data gathering, tracking and reporting are included. (KM)

ED 281 355 FL 016 531

Leaver, Betty Lou; Flank, Sharon
American-Soviet Differences in Teacher Perspectives and Behavior among Teachers of Foreign Languages.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Comparative Analysis; *Comparative Education; *Course Organization; Cultural Differences; Foreign Countries; *Language Teachers; *North Americans; *Peer Relationship; Role Perception; Second Language Instruction; *Teacher Behavior; Teacher Role
IDENTIFIERS- *Soviet Pedagogy
Behavioral differences between Soviet and American foreign language teachers are examined as a basis for improving intercultural understanding and promoting more productive work in the bicultural classroom. The observations are made by American language teachers who have known teachers from both countries as both students and peers. Specific differences are found in the areas of course organization, perceived role as teachers, classroom conduct, and professional relations. Soviet teachers are more likely to organize lessons around a portion of material while American teachers tend to design lessons around a specific guiding objective. The Soviet teacher views his role as imparting knowledge to students, while an American often sees his role as teaching students how to use skills. A Soviet teacher may interpret his own or a student's lack of knowledge on a specific topic as a weakness or lack of control, while an American teacher does not necessarily interpret lack of knowledge negatively. Soviet teachers expect rote memorization, assign large amounts of homework, translate directly, and correct freely. American teachers, on the other hand, rely much less on memorization and homework, emphasize translation of key words rather than difficult or unusual words, and focus on effort rather than accuracy. Soviet-American teaching differences find their way into textbooks and classrooms in other forms. (MSE)

ED 281 401 HE 019 987

Plakidas, Shirley
Standards for Professional Staff Preparation in College Unions and Student Activities.
Association of College Unions-International, Bloomington, IN.
PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405 ($20 per copy, nonmembers; $10 per copy, members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; *College Stores; Cultural Activities; Educational Background; Employment Experience; Extracurricular Activities; Higher Education; Leadership Qualities; Recreational Facilities; *School Business Officials; *Standards; Student Organizations; *Student Personnel Workers; *Student Unions

Qualifications needed by professionals who staff the college student union are suggested as criteria for job candidates and as information for aspiring union professionals. After considering goals of the college union, desirable qualities of student union staff are identified. The number of staff positions required will vary according to the size and complexity of the union operation. For the following positions, information is provided on job responsibilities, special qualifications, experience, and education: director, associate director, assistant director, program director (or assistant director for program), director of student activities, program adviser (or assistant program director), outdoor recreation director/manager, leisure classes coordinator, craft shop director/manager, art and gallery director/manager, theater director/manager, promotions or marketing director, business manager (or assistant director for business), operations manager (or administrative assistant), maintenance manager, food service director (or assistant director for food service), recreation area manager, bookstore manager, and scheduling and reservations manager. (SW)

ED 281 415 HE 020 206

Fisher, Michele, Ed.
Teaching at Stanford: An Introductory Handbook. Revised Edition.
Stanford Univ., Calif. Center for Teaching and Learning.
PUB DATE- Sep 85
NOTE- 45p.; Based in part on "Handbook for Teaching Assistants at Stanford" (1977, 1979), edited by Patricia O'Connell Killen and Carrie Walker.
AVAILABLE FROM- Stanford University, Center for Teaching and Learning, 110 Sweet Hall, Stanford, CA 94305.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *College Instruction; Course Evaluation; Grading; Higher Education; Questionnaires; *Teacher Effectiveness; Teacher Made Tests; Teacher Student Relationship; *Teaching Assistants; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Stanford University CA

A handbook on teaching is presented that covers teaching preparation, the first teaching experience, teaching methods, testing and grading, instructional evaluation and improvement, relationships with students, and teaching resources. An introductory section briefly describes programs for faculty and teaching assistants and programs for students at Stanford University's Center for Teaching and Learning. Specific topics include: instructional objectives, the syllabus, time schedule and courses and degrees, classrooms, office hours, lectures and discussion sections, review sections, introductory laboratories and the teaching assistant's (TA) role, test construction, grading, academic honesty and dishonesty, course evaluations, counseling students, "problem" students, and relationships between faculty and TAs. Teaching resources at Stanford University are identified, and the following materials are appended: the honor code, the sexual harassment policy statement, and information on formal grievance procedures. Also included are evaluation forms for TAs, language sections, and laboratory sections. (SW)

ED 281 429 HE 020 306

Analysis Plan for Pre-Award Institution Validation.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 31 Jul 78
NOTE- 69p.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Students; *Disclosure; *Eligibility; Evaluation Criteria; Federal Programs; *Financial Aid Applicants; Financial Needs; Higher Education; *Program Evaluation; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud

The impact of institutional efforts to validate Basic Educational Opportunity Grant applications was assessed during 1978-1979. Attention was directed to: detecting possible underpayment and overpayment to Basic Grant applicants due to inaccurate reporting; assessing the adequacy of the pre-established criteria for detecting possible misreporting; evaluating the efficiency of the validation process; assessing student and institutional characteristics associated with the validation effort; and providing information for management decisions regarding the validation process. To provide assessment of the extent to which validation brought about correct payment of Basic Grants, data were collected on the numbers of applicants who were not paid, and the numbers whose award amount was reduced or increased as a result of validation. Indirect impacts of the validation effort included: the number of nonvalidation applicants whose status changed from eligible to ineligible after corrections; and the number of supplemental applications filed by validation and nonvalidation applicants. The cost of administering the validation effort and an estimate of the net fiscal impact of the effort were also determined. (SW)

ED 281 471 HE 020 375

Burke, Dolores L.
Disposable Goods or Valued Resource: Appointment and Termination of Assistant Professors. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); Affirmative Action; *College Faculty; *Employment Practices; Higher Education; Personnel Policy; Research Universities; *Teacher Dismissal; *Teacher Employment; Teacher Recruitment; Teacher Selection
IDENTIFIERS- *ASHE Annual Meeting; *Assistant Professors; Resignation (Job)
The question of whether assistant professors are valued resources at colleges was investigated and compared to findings of a 1957 study by Caplow and McGee. Based on actual personnel actions, interviews were conducted with 306 department heads, nonterminated faculty colleagues, and new appointees. The interviews were concerned with the appointment in the 1984-85 academic year of 96 assistant professors at three private and three public research universities and the termination of 87 assistant professors at the same institutions at the end of the 1983-84 academic year. As in the Caplow and McGee study, attention is directed to: the recruitment process, origination of the position, the search for candidates and interviewing, the representation of women and minorities among appointees, faculty dismissal, resignation, and the impact of departure. It was found that there was little proportional difference in the "share" of appointments given to assistant professors between 1957 and 1985. Two important changes in the screening process were the careful attention paid to the candidates' written work and the weight given to the campus interview. One change from 1957 is the increased number of dismissed assistant professors who left the field of higher education. It is concluded that the determination as to whether assistant professors are valued resources or disposable grads remains open and will come ultimately from the academic department. (SW)

ED 281 544 IR 051 887

On-Line Bibliographic Search Services. SPEC Kit 62.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 80
NOTE- 133p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Foreign Countries; Higher Education; Library Expenditures; Library Surveys; *Online Searching; *Online Systems; Policy; Records (Forms); Reference Services; *Research Libraries; *Training; Use Studies
IDENTIFIERS- Association of Research Libraries; Canada; *User Guides

This Systems and Procedures Exchange Center (SPEC) kit examines the current state of online services based upon the experiences of a select number of Association of Research Libraries (ARL) member libraries in the United States and Canada. Many of the kit documents were obtained during a survey of eight private institutions conducted for Duke University in 1980. Informal survey results are summarized, and completed survey forms are included for each of the eight libraries. Contents also include: (1) reports on online search service activities and costs from Yale University, the University of British Columbia, Stanford University, Princeton University, the University of Pennsylvania, and Vanderbilt University; and (2) user and training manuals from Stanford University, the University of Pennsylvania, Texas A&M University, Cornell University, the National Library of Medicine, and Emory University. A concise summary considers the issues of centralization versus decentralization, staff training, user education and orientation, user fees, and the future possibilities of improved search service through simplification of system protocol. The implications of increased reliance on online abstracting and indexing services are also considered. (KM)

ED 281 572 JC 870 118

Montemayor, J. Joaquin; And Others
Glendale Community College Students' Educational Intent Survey, Spring 1985. Research Report 1.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- 17 Jul 85
NOTE- 185p.; Tables contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Community Colleges; *Majors (Students); Occupational Aspiration; Questionnaires; *Student Characteristics; *Student Educational Objectives; Student Needs; Two Year Colleges; Two Year College Students

This report provides general statistical data on the responses of 3,352 Glendale (Arizona) Community College (GCC) students to a survey on educational intent. The first section of the report presents total responses and a break down of responses by gender, ethnicity, residency, age, and program of instruction. The second section looks at responses by student majors. Summary data indicates that: (1) 52.7% of the students were females; (2) 28.1% of the students were between the ages of 20 and 24, 21% were between 25 and 29, and the average age was 30.4 years; (3) 83.5% of the students were white; (4) 26.6% indicated that their primary goal in attending GCC was to earn university transfer credit, while 26% were attending to prepare for a job to be obtained; (5) 51.9% indicated that they expected to accomplish their goal by taking selected courses only; (6) 72.6% indicated that they planned to enroll at GCC the following term or at a later date; (7) of the students indicating that they needed special assistance from the college, 72.1% (N=196) said they needed assistance with financial deficiencies, 11.8% (N=32) reported having limited English speaking ability, and 9.2% (N=25) indicated that they needed assistance with academic deficiencies; and (8) of the students who expressed a need for special assistance, 75.7% said they were not receiving assistance. (LAL)

ED 281 585 JC 870 202

Gollattscheck, James; And Others
Keeping America Working Project: Industry Training Inventory, 1986.
American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- 86
NOTE- 138p.
CONTRACT- OVAE/DID-403J47400863
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Inplant Programs; *Job Training; *Labor Education; *Labor Force Development; National Surveys; Questionnaires; *School Business Relationship; School Involvement; *Technical Education; *Two Year Colleges; Vocational Education
A survey was conducted of selected two-year colleges to gain an in-depth knowledge about the business/industry training programs provided by these colleges and to quantify the efforts of two-year colleges to improve the quality of the work force and the efficiency of public and private enterprises. Study findings, based on responses from 54 of the 72 institutions surveyed, included the following: (1) more than half of the responding institutions served urban areas, while another 35% served suburban districts; (2) half of the colleges reported that more than 50% of their students were enrolled in occupational/technical curricula; (3) urban and suburban institutions reported that 61% to 70% of the credit student population attended part-time; (4) 80% of the colleges offered between 1 and 20 credits for work-related experience; (5) more than 50% of the urban colleges, 33% of the suburban colleges, and 10% of the rural colleges reported that the industries in their areas were international in scope; (6) 42% of the colleges offered educational training programs for military personnel, with college charges for individual contracts ranging from $2,000 to nearly $950,000; (7) the average number of firms involved with industry/college partnership training programs with individual colleges ranged annually from a low of 40 for rural institutions to a high of 530 for urban colleges; (8) during a 1-year period, over 28,000 employees took job-related courses in the responding colleges, with 21,562 of these employees trained at urban institutions; (9) 50% of the urban and suburban colleges and 66% of the rural colleges reported that employees taking job-related courses were fully subsidized by their employers; and (10) over 650 courses/programs were offered by the colleges to local industries, with the majority offered off-campus. Appendices include the survey instrument, a directory of respondents, a list of courses offered by participating colleges to business and industry, and the executive summary of the book, "In Search of Community College Partnerships," by Philip R. Day, Jr. (AYC)

ED 281 598 JC 870 227

Hockaday, Jeff; Puyear, Don
The Virginia Community College Comes of Age.
Virginia Univ., Charlottesville. Inst. of Government.
PUB DATE- Apr 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Community Colleges; *Educational Development; *Educational History; Educational Innovation; *Educational Trends; *Institutional Characteristics; Institutional Evaluation; Institutional Role; *Organizational Change; Staff Development; Two Year Colleges
IDENTIFIERS- *Virginia
In recognition of the twenty-first anniversary of the Virginia Community College System (VCCS), this essay reflects on the history and accomplishments of the system and considers its future as a mature component of Virginia's culture. First, the early years of the VCCS are examined, highlighting initial efforts to deal with the increasing demand for higher education; and the VCCS's rapid, but well-planned growth from its establishment in 1966 until the onset of a period of retrenchment in 1979-80, which lasted until 1986-87. Next, the paper discusses changes in Virginia's economy and society, contrasting the situation of the mid-1960s with that of the mid-1980s. The VCCS's responses to these changes are reviewed next, including: (1) the initiation of such new programs as the Career Studies Certificate programs, other vehicles for working with business and industry, and technology transfer efforts; (2) activities to keep existing programs up to date, including a comprehensive curriculum study, a semester conversion project, the development of articulation agreements with local high schools, and the creation of 2 + 2 programs; (3) the development of an adult literacy delivery system; (4) the reduction of tuition charges to help maintain access to the system; (5) the development of marketing and retention programs, including workshops focusing on community needs, access to education, student success, and other marketing/retention topics, early continuous alert systems, outreach efforts, catalog revisions, and enhanced contacts with business and industry; (6) the provision of professional development opportunities for faculty and staff (e.g., Leadership Seminars, Instructional Leadership Seminars, Chancellor's Fellowships, Development Programs for Deans and Presidents, and state board workshops); and (7) ongoing efforts to keep in touch with the Virginia General Assembly. (EJV)

ED 281 641 PS 016 505

Temke, Mary W.
Toddler Tales. Pamphlet Series.
New Hampshire Univ., Durham. Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 86
NOTE- 33p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Discipline; *Language Acquisition; Nutrition; *Personality Development; *Physical Development; Play; *Safety; *Toddlers
Eight pamphlets provide information to parents about the developmental characteristics of toddlers at different ages and related caregiving concerns. Two issues of the series focus on children 13- to 15-months-old, two on 16- to 18-months-old, two on 19- to 21-months-old, and two on 22- to 24-months-old. The first issue in each pair focuses on physical, language, and personality development, and the second, on discipline, tips on safety, food and nutrition, and age-appropriate play activities. Cooperative extension service offices in New Hampshire are listed, along with the names, addresses, and phone numbers of contact persons. (RH)

ED 281 655 PS 016 521

Cliatt, Mary Jo; Shaw, Jean M.
Developing Thinking Skills in Young Children: Teacher/Assistant Teacher Staff Development Materials.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE- Feb 87
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Convergent Thinking; Decision Making; *Divergent Thinking; Educational Objectives; *Elementary School Students; Inservice Teacher Education; *Kindergarten Children; Language Arts; Mathematics Instruction; Primary Education; Problem Solving; Questioning Techniques; Science Instruction; *Skill Development; Social Studies; *Teaching Methods; Workshops
IDENTIFIERS- Blooms Taxonomy; *Thinking Skills
This manual contains materials for seven workshops on developing thinking skills in young children for teachers and teacher assistants in kindergarten through third grade. Contents of workshop (W) material focus, respectively, on (W1) convergent and divergent thinking; (W2) Bloom's levels of thinking; (W3) decision making, concept development, and problem solving; (W4) general questioning and evaluation strategies; (W5) using thinking skills in language arts; (W6) using thinking skills in mathematics; and (W7) using thinking skills in science and social studies. Workshops 1 through 4 could be used independently or presented in any order with slight modifications in introductory sections. Workshops 5 through 7 must be presented after workshops 1 through 4, because their content depends on ideas developed in the first four workshops. Workshops 5 through 7 could be presented in any order. Written materials for each workshop include an outline of steps to follow when presenting the workshops, lists of materials and steps to follow in getting ready for the workshops, an overview of what participants are expected to do, and a guide for the presenter on what to say and do. The guide includes a narrative, as well as transparency and handout masters. (RH)

ED 281 683 RC 016 176

Gale, Nancy, Comp.
An Annotated Bibliography for Indian Child Welfare.
National American Indian Court Judges Association.
PUB DATE- 10 Nov 82
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; *American Indians; Child Abuse; Child Advocacy; Child Custody; Child Neglect; *Children; Childrens Rights; *Child Welfare; Cross Cultural Training; Cultural Context; Cultural Influences; Delivery Systems; Foster Care; Laws; *Legal Aid; Legal Problems; Legislation; *Program Descriptions; Resource Centers; *Social Services; Social Work

A bibliography and program listing surveys publications and programs dealing with welfare of American Indian children. Topics include child abuse/neglect, child development and health, parent education, counseling, social work practice among American Indians, legal/jurisdictional issues in delivering child welfare services to American Indians, foster care/adoption, legal services, social and family services, child welfare worker training programs, child rights and advocacy, and American Indian resource centers. The bibliography lists approximately 375 publications dating principally from the 1970's with some publications from the 1960's and early 1980's included. Entries are alphabetical by author and most contain annotation, availability information, and source of reference. Publication types include books, articles, Educational Resources Information Center (ERIC) documents, research and project reports, unpublished reports, directories, state and federal government publications, Congressional hearings/reports, films, and audiotapes. The program directory lists approximately 80 program/projects arranged alphabetically by state. Entries typically include contact address and description of the program/project. Also included are 20 sources used to compile the bibliography and 4 sources used to compile the program listing. (LFL)

ED 281 709 SE 047 665

Disinger, John F., Comp.
Current Practices in Science/Society/Technology/Environment Education: A Survey of the State Education Agencies.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Coll. of Education.; Ohio State Univ., Columbus. School of Natural Resources.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 127p.; A project of the ERIC Clearinghouse for Science,
GRANT- 400-86-0016
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univeristy, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Environmental Education; Interdisciplinary Approach; *Science and Society; Science Education; Science Instruction; *Secondary School Science; Social Studies; *State Departments of Education; State Programs; State School District Relationship; Synthesis; Theory Practice Relationship
IDENTIFIERS- *Environmental Education Research

A project of the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/SMEAC) has focused on the synthesis of information dealing with its specific areas of concern. Recent developments in the science and social studies educational communities have led to an increasing emphasis on the educational implications of the interactions among science, technology, and society, with particular emphasis in their interdisciplinary character. This report identifies some of the overlap between these concerns and those of the environmental education community. It is a result of a national survey carried out by ERIC/SMEAC in 1986 designed to identify and characterize the overlaps of science, technology, society, and environment within the elementary and secondary school programs at both the state and local levels. Included in this volume are the responses to a questionnaire addressing this topic which was sent to representatives of all state agencies, along with an overall summary which attempts to provide a national synthesis. The individual responses from 40 states and the District of Columbia are included, as well as copies of the survey form and cover letter. (TW)

ED 281 501 IR 012 618

Flowers, John
Computer Applications for the Staff Development Office.
PUB DATE- Dec 86
NOTE- 8p.; Paper presented at the Annual Conference of the National Staff Development Council (Atlanta, GA, December 15-17, 1986). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Graphics; *Computer Oriented Programs; *Computer Software; Costs; *Microcomputers; *Office Management; *Staff Development; Word Processing
IDENTIFIERS- Computer Printers; Office Automation; Spreadsheets
A survey of 287 staff developers was conducted during October 1986 to gather information on the use of computers in staff development offices. Questionnaires were mailed to every fifth member of the National Staff Development Council; 92 completed instruments were returned within one month for a return rate of 32%. Areas covered by the survey included: (1) who uses a computer for staff development activities; (2) where the computer is located; (3) types and brands of hardware used; (4) costs of hardware and software; (5) tasks on which the most time is spent; (6) tasks for which computer assistance would be desirable; (7) tasks for which the computer is most often used; (8) length of time computer services have been used in managing the staff development program; (9) frequency with which respondents read publications explaining how computers can be used for administrative or clerical tasks; (10) computer training experience and interests of the respondents; and (11) software used for various office tasks. This report presents the response data broken down by percentages or dollar values together with the survey questions and a brief introduction. A table listing the most popular software used in staff development offices concludes the report. (MES)

ED 281 696 RC 016 208

Garnett, Anne Elise
Making a Molehill Out of a Mountain: The Reference Guide to the Searchable Fields in ERIC.
PUB DATE- May 87
NOTE- 110p.; Master's Thesis, New Mexico State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; Documentation; Editing; Evaluation Methods; Formative Evaluation; *Guides; Information Needs; Layout (Publications); *Material Development; *Online Searching; Online Vendors; Pamphlets; Questionnaires; Technical Writing; *User Needs (Information)
IDENTIFIERS- *ERIC
This thesis charts the development of a reference guide to searchable fields in the ERIC online database including identifying a target audience, planning and preparation of drafts, testing drafts with experienced online searchers and students, incorporating suggestions, and preparing and distributing the final version of the guide. The thesis reports that draft test results indicated the guide was successful in introducing and clarifying ERIC's searchable fields for searchers with moderate online experience; novice searchers needed more information about searching strategies than the guide provided. The thesis describes the ERIC database and introduces online searcher problems which prompted production of the guide. A literature review includes findings about the intended reading audience of searchers, background information about and user perceptions of the three major online vendors of the ERIC database, and research/advice about developing a concise and clear reference guide. A chapter on methodology describes development of questionnaires to solicit evaluation of the draft from groups of moderately experienced and novice searchers and from other reviewers, patterns which emerged from the responses, and incorporation of responses into the revised guide. Appendices contain copies of draft and final versions of the reference guide, search exercise/questionnaires for reviewers, and reviewers' suggested revisions. (LFL)

ED 281 326 EC 192 420

AIDS: Acquired Immune Deficiency Syndrome, Information and Procedural Guidelines for Providing Services to Persons with AIDS/HTLV-III.
Montana State Dept. of Health and Environmental Sciences, Helena.
PUB DATE- Dec 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Clinical Diagnosis; *Communicable Diseases; *Disease Control; *Diseases; Food Service; Guidelines; *Health Facilities; *Health Personnel; High Risk Persons; Prevention; Public Facilities; Resources; School Policy; *State Standards; Venereal Diseases
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; Montana

This manual presents information about the disease, Acquired Immune Deficiency Syndrome (AIDS), and guidelines for service delivery to Montana residents who have been diagnosed with AIDS or related disorders. The first section describes the disease's causes, symptoms, and transmission; risk factors; high-risk populations; prevention suggestions; and diagnosis and treatment. Section II presents guidelines for health care workers and health care facilities, covering such areas as personnel management, hospitals, out-patient services, home health care, dentists and dental care personnel, and optometrists and ophthalmologists. The third section presents guidelines for personal service workers and facilities, including food service establishments, public accommodations, and swimming pools. Section IV considers guidelines for custodial institutions. Guidelines for schools and day care centers, covering such areas as school attendance guidelines, general precautions, personal contact, contact with blood or other body fluids, soiled items, and employees with AIDS are discussed in Section V. Section VI lists reporting requirements and guidelines for confidentiality and public relations. Section VII lists resources for further information, including addresses of five organizations with information on AIDS; and a bibliography. Among appendices are suggestions for blood and body fluid precautions; an AIDS Personnel Exposure Report Form; a guide to chemical agents for disinfection and sterilization; a form for reporting sexually transmitted diseases; and the Montana Code for confidentiality of health care information. (CB)

ED 281 371 FL 016 648

The Language Problem in Tourism. Esperanto Documents No. 34A.
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00 and 10 percent postage and handling; bulk prices available).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Intercultural Communication; *International Organizations; *Language Role; *Languages; Languages for Special Purposes; Language Usage; Official Languages; Publications; Publicity; *Tourism; Uncommonly Taught Languages
IDENTIFIERS- *Esperanto

Esperanto can remove the language problem from tourism and bring major moral, economic, and practical advantages for all of humankind. Officials of national and local tourism organizations and companies should encourage its application in various ways, for example, by using it for: publication of publicity materials destined for use abroad; public information-giving in international railway stations, airports, and bus stations; street signs and international timetables; relations among tourism personnel and travelers; training of tourism personnel and tourism education in postsecondary institutions; and tourism magazines and other publications. (MSE)

ED 281 387 FL 016 664

Oscarson, Mats
Native and Non-Native Performance on a National Test in English for Swedish Students. A Validation Study. Skrifter fran Avdelningen for sprakpedagogik 4. Report No. 1986-03.
Gothenburg Univ. (Sweden). Dept. of Educational Research.
PUB DATE- 86
NOTE- 138p.; Appendices contain pages of small, light print.
AVAILABLE FROM- Department of Education and Educational Research, Gothenburg University, Box 1010, S-431 26, Molndal, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *English (Second Language); English for Academic Purposes; Foreign Countries; Grammar; *Language Proficiency; *Language Tests; Listening Comprehension; Native Speakers; Reading Comprehension; Secondary Education; *Standardized Tests; Syntax; *Test Validity; Vocabulary; *Writing Skills
IDENTIFIERS- *Sweden
A replication of a previous study assessed the construct validity of a national test for academically oriented Swedish upper secondary students. The analysis consisted of a comparison of test results of 10 percent of the Swedish test population to results obtained from a sample of native English speakers of the same age. Analyses of the Swedish students' English written production skills were also performed. The test battery included subtests of vocabulary, phrases, grammar, reading comprehension, and listening comprehension. Results for the native English-speakers were significantly higher on all subtests but one, a reading test, suggesting that the test is a valid measure of English language proficiency. Another important observation was that the native and non-native score levels were unevenly distributed on the various subtests, interpreted as a sign of variable subtest validity and a need for modification of test content and format. Analysis of the students' English writing skills revealed little correlation between native and non-native average scores, interpreted as a difference in language ability in the two groups. Certain tasks appeared to be much more difficult for the non-native students. (MSE)

ED 281 444 HE 020 348

Knight, Randall D.
Science, Space, and Scholarship: University Research and the Strategic Defense Initiative. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; Aerospace Technology; College Faculty; *Federal Aid; Government School Relationship; Higher Education; *Military Organizations; National Defense; *Public Policy; *Research and Development; *Research Universities; Scholarship; Scientific Research; Technology
IDENTIFIERS- *ASHE Annual Meeting; Department Of Defense; Reagan Administration; *Strategic Defense Initiative

Issues concerning the federal role in financing research and development (R&D) and the impact of these policies on academic research are examined. Specific concerns are whether the Reagan Administration is militarizing research and implications of the Strategic Defense Initiative (SDI) program. National Science Foundation data are examined, including: the percentage of the Gross National Product devoted to R&D funding and nonmilitary R&D for the United States, West Germany, and Japan; the percent of federal expenditures for R&D since 1966, reported in 2-year intervals; the percentage and amount of expenditures for basic research allocated to universities, industry, and federal agencies; and federal obligations for university funding from various federal agencies. The federal investment in R&D has focused on military development, while spending for academic research has shown modest growth and has been targeted at the physical and mathematical sciences as well as selected areas of engineering. In addition, Department of Defense involvement in university research has substantially increased. Detailed attention is directed to SDI funding and implications for university research. (SW)

ED 281 458 HE 020 362

Goodchild, Lester F.
Presidential Strategic Policy Decisions: A Historical Inquiry on the Apex of Effective Executive Leadership in the Academe. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87

NOTE- 77p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; Church Related Colleges; *College Presidents; *Decision Making; *Educational History; Higher Education; Institutional Mission; *Leadership Styles; *Policy Formation; *Research Universities
IDENTIFIERS- *ASHE Annual Meeting; DePaul University IL; Loyola University of Chicago IL; University of Notre Dame IN
Presidential effectiveness is considered in the context of decision-making that shaped the mission of certain midwestern colleges as they moved toward adopting the American research university mission. The issue is strategic success: the extent to which presidents at a time of opportunity or adversity made decisions that led the college to success. Significant outcomes from presidential effectiveness studies and essays written during the past 25 years are reviewed. Attention is also directed to results of a historical investigation (1842-1980) of 20 strategic policy decisions at three private church-related universities (University of Notre Dame, Loyola University of Chicago, and DePaul University) that showed how presidents significantly changed the aims of their institutional mission. The associated decision-making styles are also addressed (charismatic, consensus, incremental, and "garbage can"). It is posited that the assessment of presidential strategic management--as opposed to administrative and operational decision-making--requires a historical analysis of actual policy decision-making rather than one-time attitudinal studies. Seventy-five footnotes are appended. (SW)

ED 281 516 IR 012 637

McLaughlin, Pamela, Comp.
Information Resources on Interactive Video.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 3p.; For an earlier bibliography (1984), see ED 254 215.

CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Educational Technology; Elementary Secondary Education; *Interactive Video; Postsecondary Education; *Videodisks
Annotations are provided for the 14 selected journal articles and 3 ERIC documents on interactive video listed in this bibliography. Areas covered include videodisc technology, applications of interactive video, system design, videodisc system selection, and findings of research on the effectiveness of interactive video. (MES)

ED 281 559 IR 051 905

Standards for Library of Michigan/Library for the Blind and Physically Handicapped Network Libraries, 1985.
Michigan Library, Lansing.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Blindness; *Disabilities; Library Circulation; Library Collections; *Library Networks; Library Personnel; *Library Services; Library Standards; Outreach Programs; *State Libraries; Users (Information); Volunteers
IDENTIFIERS- *Michigan

Designed to ensure that all Library of Michigan/Library for the Blind and Physically Handicapped (LM/LBPH) network libraries provide uniform, quality service to patrons in their service areas, these standards will serve both as the basis for a formal written agreement between each of the 12 network libraries and LM/LBPH, and as a minimum prerequisite in the determination of network library funding. Introductory material includes listings of members of the State of Michigan Legislative Council, Library of Michigan Board of Trustees, and 1985 Committee to Revise Standards for LM/LBPH Network Libraries; a listing of Library of Michigan administrators; a map of the LM/LBPH service areas; and a listing of the addresses and phone numbers of the LM/LBPH and Wayne County network libraries. The standards are presented in the following four parts: (1) General Responsibilities of LM/LBPH to Network Libraries; (2) General Responsibilities of LM/LBPH Network Libraries; (3) Minimum Standards; and (4) Ideal Standards. Two attachments are included: the Library of Congress National Library Service for the Blind and Physically Handicapped Sublending Agency Service Agreement for Sound Reproducers and Other Reading Equipment, and the American Library Association (ALA) Revised Standards of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped. (KM)

ED 281 612 PS 016 433

Barrett, Gill
Starting School: An AMMA Digest. A Summary of the Report.
Assistant Masters and Mistresses Association, London (England).
REPORT NO.- ISBN-902-983-50-4
PUB DATE- 86
NOTE- 32p.; Use of colored print will affect legibility.
AVAILABLE FROM- Assistant Masters and Mistresses Association, 7 Northumberland Street, London, WC2N 5DA, England, United Kingdom (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Behavior Change; Behavior Patterns; Case Studies; *Classroom Environment; Classroom Research; Expectation; Foreign Countries; *Kindergarten Children; Longitudinal Studies; *Preschool Children; Preschool Education; Primary Education; *Student Adjustment; Student Needs; *Student Reaction; Teacher Improvement
IDENTIFIERS- *England; *Reception Classes (England)

A study was made of children beginning school, to learn more about their response to school and how to help them adapt to it. Participants in the study's year-long first phase were 36 teachers from two very different local education authorities (LEA) and 92 children who started school in 1985-86. Teachers identified activities and organization in their classrooms and observed children's responses in the first month of each term. The second phase consisted of a case study of one class of beginning students, who were observed in play groups and nurseries for a month before starting school and during the first 4 weeks of school. This summary report discusses what skills children need to function in a classroom, the formation of a class in the first 4 weeks of school, classroom expectations, teachers' recognition of patterns in individual children's responses, the nature of children's involvement, and topics explored in an inter-professional workshop seminar. A table summarizes areas of experience which affect children's responses to classroom expectations. In conclusion, recommendations are offered with specific attention given to helping teachers recognize the structures they create in classrooms, the thinking upon which the structures are based, and the significance of classroom structures for pupils' learning. (RH)

ED 281 642 PS 016 508

Deitch, Selma R., Ed.
Health in Day Care: A Manual for Health Professionals.
American Academy of Pediatrics, Evanston, Ill.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- ISBN-0-910761-13-2
PUB DATE- 87
NOTE- 265p.
AVAILABLE FROM- American Academy of Pediatrics, Publication Department, 141 Northwest Point Boulevard, P.O. Box 927, Elk Grove Village, IL 60009 ($25.00, plus $2.50 handling. Orders must be prepaid).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; Check Lists; *Child Abuse; Child Caregivers; Consultants; *Day Care; Day Care Centers; Disabilities; *Diseases; Early Childhood Education; Guidelines; *Health; *Health Education; *Injuries; Prevention
IDENTIFIERS- Child Health; Social Policy

Addressed especially to community pediatricians, but also useful to other health workers, this manual discusses aspects of day care that require a physician's attention. Chapter I historically traces the positive effect of a nurturing environment upon the development of the infant and child, covering the period from the early 1900s to the present. Chapter II sets forth precise suggestions for program components advancing child health. Chapter III depicts the role of the pediatrician in advocating day care adapted to serve children with special needs effectively, and discusses several settings in which children with different disabilities can be accommodated. Chapter IV addresses the issue of child abuse. Chapter V describes measures that retard the spread of contagious diseases in day care facilities and makes suggestions for the prevention of infection. Chapter VI reviews factors that increase the risk of injury to children in the day care setting. Rules are provided for the maintenance of a safe environment and advice is given for handling injuries that do occur. Chapters VII, VIII, and IX supply information intended to increase health professionals' ability to serve effectively as consultants. Many related materials are appended, such as sample letters, forms, and several checklists, but also including guidelines, recommendations, resource lists, glossaries, brief discussions, and a national directory of state offices providing advice on safety. (RH)

ED 281 670 PS 016 540

Gundling, Robert
Bridging the Gap Between Generations: An Intergenerational Program Between a Public School, Senior Center and Two Private Nursing Facilities.
PUB DATE- Jun 86
NOTE- 106p.; Practicum Report, Nova University.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Improvement; Elementary Education; *Elementary School Students; *Intergenerational Programs; Intervention; *Kindergarten Children; *Older Adults; Preschool Children; *Teacher Aides; *Volunteers
Because no program existed in the Pottstown, Pennsylvania area which allowed children and senior citizens to interact in mutually beneficial ways, a practicum was designed to implement an intergenerational program in an elementary school attended by 540 students in grades K through 5. The intervention consisted of monthly meetings with volunteers, telephone conferences between students and seniors, a pen pal program involving a second grade class and seniors who were unable to come to the school, and a storytelling hour for 4-year-old preschoolers which was conducted weekly by two senior citizens. Additionally, teachers and students visited the participating nursing home and senior center, and seniors brought handcrafted items and baked goods to the children. Volunteers were 10 senior center residents and 25 nursing home residents, who came to the school once a week and twice a month, respectively. Participants' reports suggest that the intergenerational program had positive effects on everyone involved. Related materials are appended. (RH)

ED 281 341 EC 192 438

Blonigen, Julie A.
Is the Child Really Stuttering? Questions & Answers about Preschool Dysfluency.
REPORT NO.- ISBN-0-8134-2619-7
PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050 ($1.00; 25 copies, $17.50; 100 copies, $50.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Intervention; Parent Child Relationship; Parent Role; *Preschool Children; Preschool Education; Prevention; *Speech Handicaps; *Stuttering; Teacher Role; Therapists
IDENTIFIERS- *Early Intervention
A question-and-answer format is used in this booklet to provide concise, practical information for adults concerned about a preschool child who frequently hesitates and repeats when speaking. The nature of the preschooler's repetitions and hesitations, as well as the role listeners can play in dealing with these stuttering-like behaviors, are discussed. Normal dysfluency (a stage in the speech development of many children) and abnormal dysfluency (actual stuttering) are compared to help the reader determine whether or not referral for assessment or remedial services is needed. (CB)

ED 281 402 HE 019 988

China: Management and Finance of Higher Education. A World Bank Country Study.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0842-4
PUB DATE- 86
NOTE- 162p.
AVAILABLE FROM- The World Bank, Department 0552, Washington, DC 20075-0552 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Campus Planning; Capital Outlay (for Fixed Assets); *College Administration; Educational Facilities Design; Educational Facilities Planning; *Educational Finance; *Enrollment Projections; *Expenditures; Foreign Countries; *Higher Education; Income; *Labor Supply; Money Management; Operating Expenses; School Accounting; Unit Costs
IDENTIFIERS- *China
Key issues in higher education management and finance in China until the end of the century are examined, along with the effect of recent education reform. Attention is directed to: the government's plan for long-term expansion of higher education posed as three alternative targets for enrollment growth; estimated demand for and supply of university graduates in the year 2000; projected demand for technicians and engineers in the year 2000; the recurrent cost structure of conventional universities; current practices in the planning, design, utilization, maintenance, and management of university facilities; school accounting; and the financial feasiblity of plans for developing higher education. Specific concerns include: the distribution of costs by category of expenditure, the relationship between unit costs and size of enrollment, and policies on student subsidies and cost-sharing. Data are included on: enrollment by type of institution; projected enrollment of conventional universities, 1983-1990; student expenditure per year on fees, textbooks, and materials; sources of revenues for operations; and expenditures by object. (SW)

ED 281 430 HE 020 307

Compilation of Quality Control Findings: Information on Policy Options.
Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Mar 83
NOTE- 99p.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Students; Disclosure; *Eligibility; *Evaluation Criteria; *Financial Aid Applicants; Financial Policy; Higher Education; *Need Analysis (Student Financial Aid); *Quality Control; Student Financial Aid; Student Records
IDENTIFIERS- *Pell Grant Program

Five options to simplify the needs assessment formula for Pell Grants are discussed, along with validation alternatives. Analysis focuses on three main effects of simplifications (data element reduction): the impact on the distribution of total Pell funds, the impact on individuals receiving Pell awards, and the impact of reducing error in the disbursement of Pell funds. Two data sources are used for the analysis: a sample of 1980-1981 recipients selected as part of the Pell Grant Quality Control study, and a sample of 1978-1979 applicants who did not reach recipient status. The efficacy of three validation options are examined: 100% validation using Internal Revenue Service 1040 forms, targeted validation using error-prone models, and expansion of current pre-established criteria targeting. Thirteen dimensions are used to assess each option including the number of data elements that colleges are required to verify through review of student-provided documentation, student burden, and institutional burden. The advantages/disadvantages of two additional validation options are also considered: validation of non-filing applicants, and validation of all corrections. Current policy and options for determining student dependency are addressed. Half the document consists of six appendixes providing summary tables for the simplification options and background data for each of the five options. (SW)

ED 281 486 IR 012 602

Cleaver, Thomas G.
Simulated Laboratory in Digital Logic.

Louisville Univ., KY. Dept. of Electrical Engineering.
PUB DATE- 85
NOTE- 85p.
AVAILABLE FROM- Thomas G. Cleaver, Department of Electrical Engineering, University of Louisville, Louisville, KY 40292 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science Education; *Computer Simulation; Computer Software; Course Descriptions; *Electric Circuits; *Engineering Education; Higher Education; Laboratory Manuals; *Learning Laboratories; Microcomputers
IDENTIFIERS- *Computer Assisted Design; Electrical Engineering; Robot Odyssey I

Design of computer circuits used to be a pencil and paper task followed by laboratory tests, but logic circuit design can now be done in half the time as the engineer accesses a program which simulates the behavior of real digital circuits, and does all the wiring and testing on his computer screen. A simulated laboratory in digital logic has been proposed at the University of Louisville (Kentucky) in order to provide students, who presently do not have access to such software tools and workstations because of their expense and complexity, with a simplified and easy-to-learn digital logic design program that runs on an inexpensive microcomputer. This laboratory will provide students with experience with modern techniques and equipment, the opportunity to design the complex circuitry this equipment makes possible, and the opportunity to learn how to deal with the timing problems so common in complex digital circuits. The logic simulator program, Robot Odyssey I, has been acquired and a laboratory manual written. Evaluation of the laboratory and design of suitable measurements of student mastery of behavioral objectives are still needed. The course proposal and syllabus serve as an introduction to the laboratory manual, which makes up the major part of this report. (MES)

ED 281 530 IR 051 870

Saracevic, Tefko; And Others
Experiments on the Cognitive Aspects of Information Seeking and Information Retrieving. Final Report and Appendices.
Rutgers, The State Univ., New Brunswick, NJ. School of Communication, Information, and Library Studies.
SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- Jan 87
NOTE- 577p.
GRANT- IST-8505411
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; Decision Making; Flow Charts; *Online Searching; Questionnaires; Regression (Statistics); *Relevance (Information Retrieval); *Search Strategies; Tables (Data); User Needs (Information); Users (Information); User Satisfaction (Information)
IDENTIFIERS- Questions; *Search Behavior; *Search Intermediaries
This two-volume document describes a study which focused on characterizing the elements involved in information seeking and retrieving, particularly in relation to the cognitive decisions and human interactions involved in online information retrieval. The study objectives were to conduct experiments and observations, under conditions as close to real life as possible, related to: (1) the user context of questions in information retrieval; (2) the structure and classification of questions; (3) the cognitive traits and decision making of searchers; and (4) the comparative nature of the search of the same question by different searchers. Study results indicate that fluency in associations in English and in English idioms seems to be an important characteristic of more effective searches; that items retrieved in searches in which the searcher displayed results more frequently are more likely to be relevant, and that higher recall is achieved when outputs from several searchers are merged. Volume 1 describes the study background and presents the study methodology; basic background data; a summary of the results; and statistical analyses of study data organized according to the five variables of information seeker or user, question, searcher, search, and retrieved items. An executive summary, 2 figures, and 60 tables are included, as well as a 48-item bibliography. Volume 2 comprises nine appendices, including questionnaire statements provided by the users, raw retrieval results for each searcher and question, forms used in the study process, and study procedures and flowcharts. (KM)

ED 281 627 PS 016 484

Miller, Helen L.
Positive Peer Interaction.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Illinois Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *Peer Relationship; *Prosocial Behavior; *Social Development; *Teacher Responsibility; *Teacher Role

Described are techniques teachers can use to help children learn the language and strategies important to positive peer interaction. These techniques include observation of students, building classroom order from rules formulated by students, teacher intervention to teach alternative ways of solving disputes, and dramatization of problematic situations. Positive peer interaction evolves slowly, but once the children have the language skills and strategies necessary for positive interaction, they have a tool for communicating and for learning. (RH)

ED 281 356 FL 016 534

Christensen, Torkil
On the Potential for Meaningful Communication in Japanese College Classrooms.
PUB DATE- Apr 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Classroom Communication; College Students; *Communicative Competence (Languages); Comparative Analysis; Cultural Awareness; *Cultural Context; *English (Second Language); Foreign Countries; Higher Education; *Limited English Speaking; Second Language Instruction; *Written Language
IDENTIFIERS- *Japanese People
An experiment concerning Japanese college students' ability to express themselves in English to non-Japanese English-speakers is reported. Freshmen and sophomores at two Japanese four-year colleges were asked to give written English responses to six specific communicative situations. Results showed that while few of the responses were unintelligible, they varied greatly. Few repetitions were found, but spelling and grammar formations were frequently different from standard forms. Responses varied consistently by college in the variety and frequency of reference to self, and students of one college provided more responses than those of the other college. However, in general the students appeared to be sensitive to the different conditions of the situations, suggesting that cultural barriers to teaching meaningful communication may not be as great as expected. (MSE)

ED 281 416 HE 020 207

Blackburn, Richard D.
Trend Shifts Evident on College Campuses.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Mar 87
NOTE- 6p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alcoholic Beverages; *College Students; Drinking; Financial Support; Food; Higher Education; Income; *Leisure Time; *Recreational Activities; *Student Interests; *Student Unions; Trend Analysis

Campus issues and trends identified by college union and student activities administrators are considered. The major college issue is alcohol and its impact on the campus. Since all but eight states have adopted the 21 drinking age, there are many administrative concerns, including monitoring campus alcohol service and finding alternatives for pub income. Alcohol education efforts have increased, and local and university police are active in enforcing the drinking age. Students are highly oriented toward degree completion and employment, and are more difficult to attract to leadership positions and organized campus activities. While students are less interested in bowling and craft shops, they enjoy comedy, films, performing arts, videos, and impersonating popular performers. Sources of income for unions include the copy center, automatic teller machines, video game machines, pay phones, and computer lounges. There continues to be a trend toward fast-food franchises in the college union, and many unions have experienced declines in food service sales. Special projects to encourage private giving to the union are having success. Union management concerns include a shortage of physical facilities. (SW)

ED 281 472 HE 020 376

Urahn, Susan; Nettles, Michael T.
Student Financial Aid and Educational Outcomes: Is There a Difference between Grants and Loans? ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). Pages 26-31 contain marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Comparative Analysis; Grade Point Average; *Grants; Higher Education; Influences; *Outcomes of Education; *Scholarships; Student Attitudes; *Student Employment; *Student Financial Aid; *Student Loan Programs; Teacher Student Relationship; Work Study Programs
IDENTIFIERS- *ASHE Annual Meeting
The effects of different types of student financial aid on student outcomes were investigated for the year 1983: types of support looked at included scholarships, working while attending school, grants, and loans. Attention was directed to four outcome measures that reflect in-school behaviors and attitudes that affect student performance: student-faculty integration, student satisfaction, college grade point average (GPA), and progression rate. Multivariate analysis was employed, controlling for student and college characteristics, and student financial situation. The study sample consisted of 3,056 students 23 years old or younger from 30 southern and eastern U.S. colleges. Comparisons for black and white students were also undertaken. Results indicate that different forms of financial support have different effects on the outcomes. Working effects were positive on student-faculty integration and satisfaction, and no negative effects were found for GPA and progression rate. For those who received financial aid, getting a loan decreased the degree of student-faculty integration, but it improved college GPA and the rate of progression through school. Grants had a substantial positive effect on both student-faculty integration and GPA. (SW)

ED 281 545 IR 051 888

Strategic Planning in ARL Libraries. SPEC Kit 108.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Oct 84
NOTE- 183p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($15.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Educational Planning; Foreign Countries; Higher Education; *Library Planning; *Library Services; Library Surveys; *Long Range Planning; *Needs Assessment; *Research Libraries
IDENTIFIERS- Association of Research Libraries; Canada

This collection of documents from Association of Research Libraries (ARL) member libraries in the United States and Canada contains examples of strategic planning, a method which deliberately attempts to concentrate resources in areas that could make a substantial difference in future performance and capabilities. Contents include: (1) a university plan from the University of Pittsburgh; (2) library environmental assessments from the Office of Management Studies, the University of North Carolina at Chapel Hill, Texas A&M University Library, and the University of Michigan; and (3) long-range planning documents from the University of California at Riverside, Massachusetts Institute of Technology, the University of Pittsburgh, the University of Pennsylvania, and the University of Western Ontario. A concise summary of a telephone survey of 30 ARL libraries indicates that most ARL strategic planning documents are descriptive of library strengths and weaknesses; contain considerable speculation about the future prospects of research libraries; identify specific priorities and define the costs of desired courses of action; and suggest an activist posture on the part of library leadership in shaping the views and actions of the university community. A 13-item bibliography and an ARL Systems and Procedures Exchange Center (SPEC) kit evaluation form are also included. (KM)

ED 281 573 JC 870 119

Montemayor, J. Joaquin; And Others
Student Withdrawal Survey. Research Report 2.
Glendale Community Coll., AZ. Office of Research and Development.
PUB DATE- 1 Aug 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Courses; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
In spring 1984, a three-part withdrawal study was conducted at Glendale (Arizona) Community College (GCC) to investigate reasons for course withdrawal, and official and unofficial college withdrawal. Study findings, based on responses from 138 students who withdrew from courses, 282 students who officially withdrew from GCC, and 9 students who left courses without officially withdrawing, included the following: (1) the major reasons given by males for withdrawing from courses were conflicting job hours, course loads that were too heavy, and grade problems, while the two major reasons given by females were dissatisfaction with instruction and conflicting job hours, followed by course loads that were too heavy and personal/family reasons; (2) over 94% of the students who withdrew from courses felt that consulting with a counselor would not have been beneficial with respect to their decision to withdraw; (3) for both males and females, the major reason for withdrawing from GCC were conflicting job hours; (4) 70% of the males and 67% of the females who withdrew from GCC planned to return the following fall; (5) 90% of the withdrawing males and 75% of the females were employed; (6) 40% of the withdrawing males and 47% of the females had used counseling services; and (7) the major reasons given by students who stopped attending classes without withdrawing were dissatisfaction with instruction, conflicting job hours, and dissatisfaction with course content. (AYC)

ED 281 599 JC 870 228

Shenker, Joseph; And Others
Building Partnerships: The Opportunities Ahead. The Report of the Panel on the Future Health and Vitality of the County Community Colleges.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- Apr 87
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Articulation (Education); College Faculty; College Role; College Transfer Students; *Community Colleges; *Educational Development; Educational Finance; *Educational Improvement; Governance; *Institutional Characteristics; Institutional Mission; Intercollegiate Cooperation; Liberal Arts; Remedial Programs; School Holding Power; *Statewide Planning; Two Year Colleges; Two Year College Students
IDENTIFIERS- *New Jersey

Drawing from visits to all 19 two-year colleges in New Jersey and meetings with trustees, faculty, administrators, students, and other interested citizens, this report presents a series of recommendations for ensuring the future health and vitality of the state's county community colleges. First, introductory information is presented on the formation, work, and composition of the panel created to study the colleges. Subsequent chapters provide background and recommendations concerning: (1) the fundamental services comprising the colleges' mission; (2) the governance structure of the county community colleges; (3) state appropriations to the colleges and the current funding formula; (4) student characteristics and satisfaction, and the need to improve the representation of disadvantaged and minority students at the college; (5) remedial education; (6) liberal arts and humanities education; (7) student retention/attrition; (8) the role of the colleges in the economic development of New Jersey; (9) faculty issues (e.g., professional stagnation, faculty characteristics, and adjunct faculty); (10) regionalization of high-cost, specialized, and low-enrollment programs; and institutional cooperation; (11) program articulation with four-year colleges; and (12) capital renewal. Finally, the charge to the panel examining the major educational issues pertinent to the future health and vitality of the county community colleges is presented. Appendices provide background on the development of community colleges in New Jersey; enrollment, revenue, expenditures, and faculty data; papers studied by the panel; and 1979 commission recommendations on "Excellence and the Open Door." (EJV)

ED 281 656 PS 016 525

Bergman, Roberta L.; Metarelis, Martha E.
Developing an Employer-Assisted Family Day Home System: A Guidebook.
Child Care Dallas, TX.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 168p.; Printed on colored paper. For related documents, see PS 016 526-527.
GRANT- ACYF-90-CJ-50/01
AVAILABLE FROM- Child Care Dallas, 1499 Regal Row, #400, Dallas, TX 75247 ($16.95. Texas residents add $1.23 sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Business; Child Caregivers; Corporate Support; Costs; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; *Family Day Care; Parent Participation; *Program Development; *Program Implementation; Training
IDENTIFIERS- Child Care Dallas
Child Care Dallas planned and implemented a project aiming to produce an employer-assisted family day care system which would meet the developmental needs of infants and toddlers, increase the community supply of infant/toddler care, be affordable for parents and employers, and demonstrate effective methods for recruiting and training competent caregivers. The result, the Employer-Assisted Home-Based Child Care Delivery System, was developed as a model through which employers could assist their employees in securing quality care for their infants and toddlers in family day homes developed specifically for them. After a brief introduction describing benefits of family day homes to infants and toddlers, parents, and employers, this guide to program replication offers advice about starting a family day home system, staffing the system, securing corporate participation, developing the day homes, caregiver training, parent-system relationships, managing the system, and system costs. Concluding remarks briefly explore additional issues and offer recommendations. Related materials, such as numerous forms, job descriptions, family day home agreement stipulations, caregiver training plans, day home program audit forms, and a system planning guide, supplement most of the discussions. (RH)

ED 281 684 RC 016 179

Knop, Ed; Knop, Sheila
Patterns of Poverty in Colorado: Implications for Analysis and Action. Population Dynamics for Colorado Educators.
Colorado Commission on Higher Education, Denver.
SPONS. AGENCY- Colorado State Univ., Ft. Collins. Agricultural Experiment Station.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Economic Change; Economic Status; Educational Attainment; Employment Level; Industrial Personnel; Influences; *Opportunities; *Policy Formation; Poverty; *Predictor Variables; *Regional Characteristics; Rural Population; Rural Urban Differences; Social Change; *State Norms; Statewide Planning; Traditionalism
IDENTIFIERS- Census 1980; *Colorado; *Culture of Poverty
Data from a 1% sample of households in the 1980 United States Census of Population and Housing were used to identify personal and social characteristics associated with being poor or marginally poor in Colorado. The general hypothesis examined was that the more limited an individual's access is to participation in the nontraditional aspects of the economic and social opportunity structure of the state and society, the more likely he/she is to be impoverished. Disproportional poverty is thus expected in remote, traditional areas and among people with traditional social identities that limit access to economic opportunities. The following variables were considered: area of the state, age, gender, minority status, English language skill, education completed, present school enrollment, disability status, marital status, responsibility for dependent children, rural and farm residence, recent migration history, whether employed, occupation type, and industry category according to traditionality or recency in Colorado. With some qualifications, the data supported the research hypothesis. Of the variables examined, location, marital, minority, and employment status made the greatest difference statewide. Education level was important in traditional rural areas, and current school enrollment was important in Colorado suburban, small SMSA (Standard Metropolitan Statistical Area), and nontraditional rural areas. Implications for programs and policies are discussed. (JHZ)

ED 281 372 FL 016 649

Lins, Ulrich
The Contribution of the Universal Esperanto Association to World Peace. Esperanto Documents No.37A
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 86
NOTE- 19p.
AVAILABLE FROM- Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00 and 10 percent postage and handling; bulk prices available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Cultural Interrelationships; Educational Strategies; *Information Dissemination; *Intercultural Communication; *International Organizations; *International Relations; *Language Role; *Peace; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Esperanto
While Esperanto is not yet officially accepted as a second language for all people, it has long been a fully functional language. The promotion of Esperanto, organized mainly by the Universal Esperanto Association (UEA), is intimately associated with the search for peace and international cooperation. The organization has provided relief work in wartime through exchange of private correspondence between warring countries and use of Esperanto to inform the world about the war. Its educational activities include books, periodicals, seminars, intercultural children's projects, and consultation and translation for UNESCO. Annual world congresses on such topics as intercultural communication and human rights and individual idea exchanges are also important ongoing UEA activities. The UEA continues to build the bases for peace among individuals. (MSE)

ED 281 388 FL 016 665

Hull, Philip V.
Bilingualism: Language and Personality Shift.
PUB DATE- 23 Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (Long Beach, CA, April 23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Bilingualism; Chinese; *Cognitive Processes; Comparative Analysis; *English (Second Language); Immigrants; Language Processing; *Language Role; *Memory; Neurological Organization; Personality Assessment; *Personality Traits; Spanish Speaking
A study of the relationship of bilingualism to personality traits focused on two questions: (1) are any language-associated differences between memory systems in bilinguals reflected in similar differences in personality structures?; and (2) if such differences exist, can they be tapped by comparing responses to personality-evoking stimulus in the first language to responses to the same stimulus in the second language? Subjects were Chinese-English and Spanish-English coordinate bilingual adults, and the test was the California Psychological Inventory, administered in each of the bilinguals' languages. Resulting personality profiles derived from the English version differed significantly from those derived from the native-language version, strongly suggesting that coordinate bilinguals function differently depending on their current linguistic context. These results are interpreted as clear evidence for the existence in bilinguals of differing cognitive processes in the two languages. (MSE)

ED 281 502 IR 012 619

Woodard, William Bryan
The Computer as a Medium for Art: Aesthetics and the Processes of Mind.
PUB DATE- 85
NOTE- 146p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Aesthetic Values; Art; Computer Graphics; Computers; *Developmental Tasks; Epistemology; Individual Development; Literature Reviews; Models; Motivation; *Psychological Needs; *Self Actualization; *Social Change; Social Environment; *Systems Approach; Vertical Organization
IDENTIFIERS- Maslow (Abraham); Prigogine (I)
This master's thesis is intended to show that the computer, as an aesthetic medium, will create the social conditions whereby the population will be able to develop the aesthetic bridge of self-actualization, and that the increased numbers of people involved with their own personal psychological development and growth will create social conditions that will further enhance the development of the potentials of humanity as a whole. Developmental tasks are considered in light of recent developments in systems theory using Prigogine's model of "order through fluctuation" and some field theory descriptions to synthesize ideas and concepts that operate across many fields of inquiry. Six major topics are discussed: (1) areas of concern; (2) systems and hierarchies; (3) symbol formation and meaning, including Maslow's hierarchy of needs, three motivations and their strategies, the field of evaluation, the system of focus, and the somatic to social bridge; (4) aesthetics, including explanation and presentation, the divine proportion, levels of experience, social dimensions of experience, and two paths to transcendance; (5) the exosomatic extension of the vehicles, including tools, machines, and automata, as well as automata and art; and (6) the computer as a medium for art, including the evolution of the computer and the potential it offers for communication in all dimensions. Eight figures are appended and 44 references are listed. (MES)

ED 281 517 IR 012 638

Iwaki, H.; Hamano, Y.
Interface between Education and Communication: Japan. Asia and the Pacific Programme of Educational Innovation for Development. Education and Polity 4.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKA/85/OPE/677-1500
PUB DATE- 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Television; *Computer Assisted Instruction; Computer Literacy; Developed Nations; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; Information Technology; Lifelong Learning; *Mass Media Effects; Telecommunications; *Television Research
IDENTIFIERS- *Japan; University of the Air (Japan)
The first chapter of this overview of communications development and its use for instructional purposes in Japan reviews the history of mass communications in Japan, i.e., newspapers, movies, radio, and television, and notes the advent of new media. The second chapter describes the use of movies and radio in both social and formal classroom education, and discusses the influence of broadcast television on the intellectual and emotional development of children and the appearance of lifelong learning via television. Survey results are cited to provide information on the amount of time both children and adults spend viewing television, their attitudes toward the medium, the effects of television viewing on children's reading habits, the use of television programs in schools, and trends in television use for social education. The current situation of computer education in Japan is described in the final chapter, which details government policies and specific measures designed to bring the computer and broadcasting into various levels of formal education. Brief descriptions are provided of programs in elementary and secondary schools and in universities, as well as the use of computers to access information for research. Descriptions of the objectives and activities of two organizations which study the development of education and communication--the Centre for Educational Technology and the National Institute of Multi-Media Education (HKC)--conclude the chapter. Both a list of 19 references and a nine-item annotated bibliography are provided. (MES)

ED 281 586 JC 870 203

Rooney, Mike
Student Services for the Nation's Third Century: Assuring Quality and Success.
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 21-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Educational Change; *Student Needs; *Student Personnel Services; *Student Personnel Workers; Two Year Colleges

Student development leaders must identify what of importance and value should be retained from past approaches to student services delivery and what approaches should be discarded. To accomplish this, community colleges must address certain key internal student development issues: (1) the changing nature of the student body (which is characterized by increasing numbers and proportions of minority, women, older, immigrant, and part-time students) requires the construction of delivery systems that are responsive to re-entry or continual education as well as entry-level education; the development of more efficient and effective assessment and placement techniques; and the improvement of cooperation with community agencies; (2) the quality reformation facing all levels of education will place greater importance on the role of student development personnel in promoting student and institutional success through refined methods of assessing, placing, and tracking students; through improved cooperation with instructional personnel; and through increased sensitivity to the demands of the labor market; (3) computers and related technologies will affect student development in various areas, including management; student assessment, placement, and tracking; linkages among educational institutions and community agencies; and the facilitation of the learning process; (4) the evolving nature of articulation will demand the increasing involvement of student development personnel; (5) as advocates for responsiveness to student needs, student development professionals must assume a more centralized leadership role within the college; and (6) student services must be integrated with curriculum and instruction to produce optimum learning conditions. These issues call for changes in student development programs and services and in the skills required of student development professionals. (AYC)

ED 281 697 RC 016 209

Curley, Georgia
Self-Esteem and Northern Cheyenne Children of Alcoholics.
Native American Educational Services, Inc., Chicago, Ill.
PUB DATE- Aug 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcohol Education; *Alcoholism; American Indian Culture; American Indian Education; *American Indians; Child Advocacy; *Childhood Needs; Children; Cultural Context; Cultural Education; *Family Problems; Family Relationship; Parenting Skills; Personal Narratives; *Prevention; Program Development; Reservation American Indians; Self Concept; *Self Esteem; Tribes
IDENTIFIERS- Cheyenne (Tribe); *Northern Cheyenne Reservation MT
On the Northern Cheyenne Reservation--where the alcoholism rate for Cheyenne persons 14 years and older is approximately 80%--there are numerous resources available to the recovering alcoholic, but children in alcoholic families are sometimes forgotten. There is a need for preventive programs to insure that today's children do not become the next generation of alcoholics. Effective prevention programs should include cultural education and should emphasize the development of self-esteem. This document consists of recommendations for alcohol education on the Northern Cheyenne Reservation in the context of a personal account of growing up in an alcoholic home, becoming an alcoholic, and recovering from alcoholism with the help of an Alcoholics Anonymous program. Discussion covers the feelings and attempts to cope of a child of alcoholic parents. Recommendations for alcohol education include a school program emphasizing Cheyenne culture and the Cheyenne Circle of Life, with discussion groups, art, drama, and recreation used therapeutically. It is also recommended that a program for alcoholic parents should include parenting skills, better communication, child development, coping, and life skills. (JHZ)

ED 281 710 SE 047 827

Brouse, Deborah E.
The Population Challenge. A Teaching Unit from ZPG.
Zero Population Growth, Inc., Washington, D.C.
PUB DATE- 85
NOTE- 9p.; Colored photographs may not reproduce well.
AVAILABLE FROM- Zero Population Growth, Inc., 1601 Connecticut Ave., NW, Washington, DC 20009 ($1.00 per reprint; classroom set of 30 reprints, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Controversial Issues (Course Content); Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Global Approach; *Population Education; Population Growth; Population Trends; Science Activities; Science and Society; Science Education; *Science Instruction; *Secondary School Science; Social Studies
IDENTIFIERS- *Zero Population Growth
Maintaining a balance between population and the resources needed to sustain life on earth is a critical challenge. This teaching unit focuses on this challenge by providing teachers with information and activities on both the national and global impacts of population growth. The document contains: (1) basic information about the population challenge; (2) some techniques for helping students understand large numbers; (3) a riddle on exponential growth; (4) a quiz on population and the environment (along with an answer key) which can be used in connection with an insert; (5) a list of statements for student reactions; (6) classroom and

out-of-school activities; and (7) a listing of fact sheets, films, brochures, newsletters, and teaching kits that deal with population. A special insert, "The Population Challenge," provides additional background information on this issue. The insert contains a call for a need for greater awareness, explanations about the earth's life support systems, and options for individual action. (TW)

ED 281 560 IR 051 906

Apostle, Lynne
Personal File Management for the Health Sciences.
George Washington Univ., Washington, D.C. School of Medicine.
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Filing; *Indexing; *Information Storage; Library Technical Processes; Medical Libraries; Microcomputers; *Subject Index Terms; Thesauri; Workbooks
IDENTIFIERS- *Health Sciences Information; *Personal File Management
Written as an introduction to the concepts of creating a personal or reprint file, this workbook discusses both manual and computerized systems, with emphasis on the preliminary groundwork that needs to be done before starting any filing system. A file assessment worksheet is provided; considerations in developing a

personal filing system are discussed; and the advantages and disadvantages of author arrangement, alphabetic subject arrangement, classified subject arrangement, and numerical arrangement are considered. Finally, single-access, multiple-access, and computer-assisted systems are described, and the process of choosing subject headings is discussed. Illustrations provide examples of each filing concept. A 30-item bibliography and 4 references are provided, and a listing of 11 subject heading lists for the health sciences is included. (KM)

ED 281 628 PS 016 485

Miller, Helen L.
Curriculum Design for Kindergarten.
PUB DATE- Feb 87
NOTE- 13p.; Paper presented at the Annual Illinois Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Educational Objectives; *Instructional Design; *Kindergarten; Primary Education; *Teacher Role
IDENTIFIERS- *Curriculum Emphases
After outlining the nature of children's learning in kindergarten, expectations for parent participation, and teachers' responsibilities, this paper presents aspects of a child-centered kindergarten curriculum. Listed first are long-term and short-term objectives which are pertinent to the role of the kindergarten teacher. These are followed by a list of teaching goals and guidelines for instruction. Finally, content is outlined for social, logico-mathematical, spatial-temporal, physical, and representational areas of the curriculum. (RH)

ED 281 327 EC 192 421

Carruth, Ellen D.; Black, Robert S.
Data Report on Programs for the Handicapped, 1985-1986.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 86

NOTE- 43p.; For 1984-85 report, see ED 267 562.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Deaf Blind; Delivery Systems; *Disabilities; Educational Diagnosis; Educational Finance; Elementary Secondary Education; *Enrollment Trends; Itinerant Teachers; Public Education; Resource Room Programs; *School Demography; *School Districts; *Special Education; Special Education Teachers; *State Norms; Student Placement; Student Transportation
IDENTIFIERS- *South Carolina

This document contains tabular displays of data pertaining to the number of handicapped pupils served by South Carolina public schools for the 1985-86 academic year. Charts provide information on: (1) public school programs for handicapped children (reported by category of handicapping condition and program model); (2) handicapped children receiving services in public school programs; (3) handicapped children served in the self-contained, resource room, and itinerant models and other modes of service delivery; (4) teachers of handicapped children; (5) teachers of the handicapped in self-contained, resource room, and itinerant models; (6) other personnel employed to provide special education and related services to handicapped children; (7) multi-district educational programs; (8) educational programs in "other facilities"; (9) in-state institutions; (10) out-of-state institutions; (11) special transportation of the handicapped; (12) educational placement of deaf/blind students; (13) educational funds from various acts, grants, and contracts; and (14) the evaluation, diagnosis, and prescriptive program. (CB)

ED 281 342 EC 192 439

Flowers, Toni
Activities for Developing Pre-Skill Concepts in Children with Autism.
REPORT NO.- ISBN-0-8134-2561-1
PUB DATE- 87
NOTE- 191p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050 ($19.75).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Auditory Discrimination; *Auditory Training; *Autism; Color; *Concept Formation; Interpersonal Competence; Language Acquisition; *Learning Activities; Number Concepts; *Perceptual Motor Coordination; Skill Development; *Social Development; Speech Skills; Student Characteristics

Over 175 activities are described for helping children with autism in the following areas: auditory development (discrimination and memory); concept development (body concept, body in space/direction, size, time, shapes, same/different, color, numbers); social development; speech and language development; and visual-motor integration. The purpose, difficulty level, and necessary materials for each activity are listed as are instructions on how to carry out each activity. A brief overview is provided on the characteristics of severe, moderate, and mild autism, tips for working with children who are autistic, and ways to use the activities in the book. (CB)

ED 281 357 FL 016 556

Dwyer, David, Ed.
The Design and Evaluation of African Language Learning Materials. Proceedings of the Spring 1984 Conference on Developing Guidelines for the Evaluation of African Language Learning Materials (East Lansing, Michigan, April 13-14, 1984).
Michigan State Univ., East Lansing. African Studies Center.
PUB DATE- Sep 86
NOTE- 292p.

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *African Languages; Berber Languages; Classification; Difficulty Level; Evaluation Criteria; Grammar; Hausa; Independent Study; Individual Instruction; *Instructional Materials; Learning Theories; Listening Comprehension; *Material Development; *Media Selection; Second Language Instruction; Second Language Learning; Semantics; Swahili; Teaching Methods; Tone Languages; Uncommonly Taught Languages

Representatives from major institutions teaching African languages convened to discuss the design of African language textbooks and to propose guidelines for the writing of new textbooks and evaluation of existing ones. Conference papers include: "Language Acquisition Theory and Materials Construction" (Stephen Krashen); "The Structures of Verbal Meaning" (Janet K. Swaffer); "How Should We Teach Hausa" (Russell G. Schuh); "Considerations for Self-Instructional Language Material for Threshold Level Acquisition" (Ivan R. Dihoff); "Language as Communication: The Socio-Cultural Aspect of Language Teaching" (Joan Maw); "Students' Wants and Needs for Grammar Instruction" (Carol Myers Scotton); "On Categorizing Language Courses: Reconciling Language Characteristics and Performance Expectations" (Patrick R. Bennett, Ann Biersteker); "African Language Recorded Materials Assessment at the University of Wisconsin, Madison" (Hazel Carter); "Reviewing Swahili Textbooks" (Ann Biersteker); "Reviewing Berber Courses" (Patrick R. Bennett); "Development of Intermediate and Advanced Materials" (William R. Leben); and "On Teaching Tone Comprehension" (James E. Redden). Conference recommendations are also included. (MSE)

ED 281 403 HE 019 989

Czujko, Roman; And Others

Society Membership Profile: The Pattern of Subfield Associations.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-306-1; ISBN-0-8831-515-6
PUB DATE- Oct 86
NOTE- 44p.
AVAILABLE FROM- American Institute of Physics, Manpower Statistics Division, 335 East 45 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; Astronomy; Chemistry; College Faculty; Comparative Analysis; Educational Background; Employment Experience; Engineers; Geographic Distribution; Government Employees; Higher Education; Industry; *Physical Sciences; *Physics; *Professional Associations; Race; *Research; Researchers; Salaries; *Scientists; *Specialization
IDENTIFIERS- *American Institute of Physics

An overview of the membership of nine societies that comprise the American Institute of Physics is presented, with attention to demographic characteristics, employers, work activity, salaries, physics subfields, and differences among the societies. Comparisons are made to surveys since 1979, and highlights on 1983 salaries are included. One section is based only on employed Ph.D. physicists, with focus on physics research and interrelationships among physics employment subfields. Details are provided on the levels of research in each physics subfield, the mobility between subfield of degree and subfield of employment, and the overlap between employment subfields for physicists. The effects of employment sector and time since receipt of degree on the research career patterns of physicists are also examined. The societies are as follows: American Physical Society, Optical Society of America, Acoustical Society of America, Society of Rheology, American Association of Physics Teachers; American Crystallographic Association, American Astronomical Society, American Association of Physicists in Medicine, American Vacuum Society, and American Geophysical Union. Detailed statistical tables are appended. (SW)

ED 281 417 HE 020 286

Cullen, Roxanne; And Others
Research Findings of the Committee on Research and Assessment in Writing, Department of Languages and Literature, Ferris State College.
Ferris State Coll., Big Rapids, Mich.
PUB DATE- Mar 87
NOTE- 41p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; College English; *College Freshmen; *College Seniors; Educational Objectives; English Instruction; Evaluation Methods; Higher Education; Needs Assessment; *Rating Scales; State Colleges; *Student Evaluation; *Writing (Composition); *Writing Skills
IDENTIFIERS- *Ferris State College MI
Results of a campus-wide assessment of the writing skills of students at Ferris State College (Michigan) are presented. In fall 1985 and spring 1986, incoming freshmen produced writing samples in English classes. Upper-division students in the following programs also produced writing samples: allied health, arts and sciences, business, education, optometry, pharmacy, and technology. Upper division students were all seniors except for pharmacy (juniors) and optometry (graduate students). Each writing sample was read independently by two raters and scored on an assessment instrument that was developed for the evaluation project. The 15-point assessment instrument, which covers writing context, form, and language, is appended. Examples of papers are provided that fit one of three categories (above mid-range in scoring; mid-range; and below mid-range): (1) a composition that is adequate in the three rating categories and that also shows sophistication, breadth of experience, and facility with language; (2) a composition that demonstrates the fundamentals of writing but has little sophistication; and (3) a paper that shows major flaws in one or or more of the three rating categories. Explanations are provided of the ratings for each of the five writing samples. The appendixes provide numerous bar graphs, the assessment form (rating form), and information on objectives of the freshman English courses. (SW)

ED 281 431 HE 020 308

Novalis, Carol; Murphy, Maureen
Zero Income Basic Grant Applicants. Phase I Report.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
PUB DATE- 14 Sep 79
NOTE- 124p.; For Phase II Report, see ED 262 726.
CONTRACT- 300-76-0354
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *College Students; Dependents; *Disclosure; Eligibility; Federal Programs; *Financial Aid Applicants; Financial Needs; Higher Education; Income; *Low Income Groups; Self Supporting Students; *Student Characteristics; *Student Financial Aid; Student Records
IDENTIFIERS- *Basic Educational Opportunity Grants; Fraud; Internal Revenue Service
Reporting of zero/low income by applicants for Basic Educational Opportunity Grants (BEOGs) was studied, with attention to the extent that such reporting was inaccurate. The BEOG applicant database was studied to gain understanding of the characteristics of those who report zero-income on Basic Grant applications. A random sample of 400,000 BEOG 1978-1979 applicants was analyzed. To determine the accuracy of 1976-1977 applicants' reporting of zero-income to BEOG, comparisons were made with 1976 tax data of the Internal Revenue Service (IRS). Discrepancies in adjusted gross income and eligibility indices that result from IRS data substitution were examined. Of particular concern was the accuracy of BEOG-reported data by dependency status, income level, and applicant category (all applicants, eligible applicants, and eligibles with farm or business assets). In addition, records for 9,005 applicants selected for validation during 1977-1978 were studied to identify additional characteristics of zero-income applicants, their accuracy, and the causes of misreporting. (SW)

ED 281 445 HE 020 349

Sagaria, Mary Ann D.; Johnsrud, Linda K.
Administrative Intrainstitutional Mobility: The Structuring of Opportunity. ASHE 1987 Annual Meeting Paper.
SPONS. AGENCY- Ohio State Univ., Columbus.
PUB DATE- Feb 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Administrator Selection; *Career Ladders; College Administration; Employed Women; Employment Level; *Employment Opportunities; Employment Practices; Females; Higher Education; Males; Minority Groups; *Occupational Mobility; *Personnel Policy; Public Colleges; Research Universities; State Universities; Whites
IDENTIFIERS- *ASHE Annual Meeting; *Women Administrators
Position change of administrators at a large, public research university was studied during 1983-1985. Attention was directed to: the organizational configuration of administrative positions and position vacancies; the effect of personnel policies and practices regarding internal and external appointments, position creation and sponsorship on the rate of position change; and the effect of personnel policies and practices on the representation of women, men, and minorities. Organizational configuration was operationally defined as the distribution of administrative and professional positions and position vacancies by administrative levels. For sponsored positions, candidates were identified prior to vacancy posting. Data on position vacancies and personnel records for 823 administrative position vacancies filled by internal candidates were assessed. Findings include: half of the top administrative positions were filled with external candidates; the majority of internally-filled positions were not open to competition; the proportion of sponsored positions increased with administrative level; and white men were overrepresented at the high administrative levels, while white women and minorities were overrepresented at the low levels. (SW)

ED 281 459 HE 020 363

Boone, Jerry N.; Walker, Hollie, Jr.
Ungraduated College Athletes: Stereotype and Reality. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Athletes; *College Athletics; *Dropouts; *Employment Experience; Followup Studies; Higher Education; *Males; Participant Satisfaction; *Student Attrition; Student College Relationship; *Student Experience
IDENTIFIERS- *ASHE Annual Meeting

Former Memphis State University male football and basketball players who had neither graduated nor succeeded in professional sports careers were interviewed to determine problems they had during and after college. Student records were also studied for the 23 football players and 9 basketball players who played their last season between 1978 and 1984. Findings include: a little more than half of the athletes tried to get professional contracts; 3 of the 32 athletes were unemployed (all football players) and 6 were employed part-time; 19 of the 32 former athletes felt that the 4 or 5 years they spent in the university did not prepare them for jobs; the athletes had little informal encouragement and support from college staff, little contact with student organizations, relatively little interaction with faculty, separate meals, and separate housing; some felt they were exploited in the university's pursuit of a winning record and athletic income; the single most important problem among former athletes was alcohol and drug abuse, which developed while in college; and the athletes lacked about half the credits required for their degrees after being full-time students for 4 or 5 years. Overall, however, it was found that failure to achieve academically has not ruined the lives of these young men and that their problems were the same as, but no greater than, those of typical young Americans. Recommendations for improving the university's handling of student athletes are offered. The interview schedule is appended. (SW)

ED 281 487 IR 012 603

Shane, Harold G.
Teaching and Learning in a Microelectronic Age.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-434-0
PUB DATE- 87
NOTE- 96p.
AVAILABLE FROM- Phi Delta Kappa, PO Box 789, Bloomington, IN 47402 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Computers; *Computer Uses in Education; Curriculum Development; *Educational Change; Global Approach; Mass Media Effects; Robotics; *Science and Society; *Technological Advancement; Television Research
IDENTIFIERS- Learning Environment; *Microelectronics

General background information on microtechnologies with implications for educators provides an introduction to this review of past and current developments in microelectronics and specific ways in which the microchip is permeating society, creating problems and opportunities both in the workplace and the home. Topics discussed in the first of two major sections of this report include educational and industrial impacts of the computer and peripheral equipment, with particular attention to the use of computers in educational institutions and in an information society; the use of robotics, a technology now being used in more than 2,000 schools and 1,200 colleges; the growing power of the media, particularly television; and the importance of educating young learners to cope with sex, violence, and bias in the media. The second section addresses issues created by microtechnologies since the first computer made its debut in 1946; redesigning the American educational system for a high-tech society; and developing curriculum appropriate for the microelectronic age, including computer applications and changes at all levels from early childhood education to programs for mature learners. Appended are a 91-item selected bibliography and digests of 18 education reform reports published from 1983 through 1986. (MES)

ED 281 613 PS 016 450

Jackson, Charles; Shaughnessy, Michael F.
Competitive Sports in the Elementary School: Psychological and Physical Implications.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Athletics; *Childhood Interests; *Competition; Elementary Education; *Elementary School Students; *Individual Development; *Physical Development

IDENTIFIERS- *Psychological Influences
Implications of participation in highly competitive sports by children from 7 through 12 years of age are examined. Evidence supports the conclusion that highly competitive sports are often harmful to both physiological and psychological growth and development. However, through participation in sports and physical activity, children can develop desirable psychological traits, such as a competitive spirit, cooperation, persistence, achievement motivation, self-assertiveness, respect for others, and the ability to deal with success and failure. There is no doubt that competitive activities are a psycho-social phenomenon of considerable consequence in the development of young children. Additional evidence suggests that, for health-related reasons, children should be motivated to engage in strenuous physical activity. Concluding remarks focus on controversial issues related to when and how children should begin athletic competition, and evaluate several arguments supporting highly competitive sports for children. Recommendations from the 20th World Congress of Sports Medicine to safeguard the physical and psychological welfare of children are briefly mentioned. (RH)

ED 281 643 PS 016 509

Harel, Miriam
Dialogues at Risk: Fostering Infant-Mother Interaction in Infant Houses on Kibbutz in Israel.
PUB DATE- Sep 86
NOTE- 15p.; Paper presnted at the Biennial International Conference on Infant Mental Health (2nd, Chicago, IL, September 18-21, 1986). Some pages have broken print.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Foreign Countries; High Risk Persons; Infants; *Interpersonal Competence; *Intervention; Mothers; *Parent Child Relationship; Parenting Skills; Teacher Education; *Teacher Role
IDENTIFIERS- Infant Houses (Israel); *Israel; *Kibbutzim

This discussion begins by describing attitudes of Israeli infant teachers toward giving professional advice to mothers having problems with their infants. The discussion then (1) outlines some of the basic features of the infant houses on kibbutzim; (2) considers specific difficulties of some mother-infant dyads; and (3) describes interventions made by infant teachers to facilitate appropriate interactions between mothers and their infants. As the place in which education for collective living begins, the infant house provides, through infant teachers and their head teacher, all services given to infants on kibbutzim. It is also a stimulating environment where parents interact with each other, others' children, and their own. Because research had indicated that adult-adult interaction in the infant house might be limiting the amount of attention adults gave to their infants, an observational study of mother-infant interaction at 19 infant houses was conducted with a view toward increasing teachers' sensitivity to the parent-child dialogue and willingness to intervene to support it. Four dyads were considered clearly at-risk. Each is described in terms of the dimensions of the problem and steps taken, or not taken, to address the problem. Particular attention is given to restructuring problematic situations and relabeling atypical infants. Concluding remarks focus on teacher training designed to improve teachers' attitudes toward intervention. (RH)

ED 281 671 PS 016 552

Advisory Manual on Early Childhood Services for the Incorporated Non-Profit Society or Private School.
Alberta Dept. of Education, Edmonton. Early Childhood Services.
REPORT NO.- ISBN-0-920794-43-2
PUB DATE- Sep 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Early Childhood Education; Foreign Countries; Guidelines; Nonprofit Organizations; *Organization; Private Schools; *Program Design; *Program Development; Resource Materials
IDENTIFIERS- *Alberta

This advisory manual for Alberta, Canada offers guidance for those involved in (1) deciding to operate an early childhood services (ECS) program; (2) establishing policies, guidelines, and procedures; (3) organizing a program; and (4) administering a program. Topics addressed in section I, which covers making the decision to operate an ECS Program, include jurisdiction, local and system advisory committees, coordination of services and supplies, and organizational structure. Section II, on establishing polices, guidelines, and procedures, offers a few suggestions and directs interested persons to Alberta Education's Program Policy Manual. Section III, concerning program organization, focuses on determining program needs, setting goals and objectives, and implementing and evaluating the program. Section IV, on program administration, provides information on these topics: legal operator status, certificated teaching personnel, provincially approved facility, Alberta Education Audited Financial Statement and Budget Report Form, enrollment report, transportation, capital equipment grant for new instructional area, capital renovation grant, annual equipment replacement grant, portable classrooms, teachers' retirement fund, payroll/Revenue Canada deductions, insurance and bonding, Federal sales and/or excise tax refund claims, grants available to ECS operators, and terminating the operation of an ECS program. Twelve appendices offer additional resources and suggestions. (RH)

ED 281 473 HE 020 377

Finney, Phillip D.
The Influence of College Graduates' Collegiate Goals and Career Outcomes on Satisfaction with Their Degree Programs. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; College Students; Education Work Relationship; Higher Education; Individual Development; Longitudinal Studies; *Outcomes of Education; Sex Differences; *Student Attitudes; *Student Educational Objectives; Undergraduate Study
IDENTIFIERS- *ASHE Annual Meeting
The contribution of graduates' collegiate goals and career outcomes to satisfaction with their degree programs was studied using multiple regression analysis. Gender and major field differences in satisfaction were also assessed. A total of 640 baccalaureate degree recipients from a midwestern university were studied over 2 years. Respondents were grouped by the departments of their majors into six field categories: realistic, artistic, investigative, social, enterprising, and conventional. As predicted, general satisfaction with degree programs was significantly affected by graduates' views of the personal importance of educational development, the personal importance of career preparation, their annual salary, and their field of employment. Analyses for each gender found that females weighed personal and social development significantly, while males did not. However, males weighed career preparation significantly, while females did not. Major field differences in weights for goals and outcomes were found, but predictions concerning these differences were supported only weakly. Implications of these data on curriculum development are considered. (Author/SW)

ED 281 531 IR 051 871

Guidelines for School Library Media Centers.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 86
NOTE- 13p.; Guidelines were developed by the Task Force on School Library Media Centers.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Financial Support; Guidelines; *Learning Resources Centers; Library Facilities; Library Materials; Library Personnel; *Library Services; *Library Standards; Objectives; *Program Administration; *Program Evaluation; Program Guides; *School Libraries; State Programs
IDENTIFIERS- South Carolina

Designed to be used in conjunction with the Defined Minimum Program for South Carolina School Districts, these guidelines were developed as part of an effort to evaluate the statewide media program and make recommendations for improvement. Guidelines are presented for the following aspects of the school media program: (1) goals for the media program; (2) media center personnel; (3) media center facilities; (4) media center resources; (5) the media center program; and (6) finances. Section 3.10, "Media Centers," excerpted from the South Carolina School Facilities Planning and Construction Guide, is also included, and a listing of members of the Task Force on School Library Media Centers is provided. (KM)

ED 281 546 IR 051 889

Wilding, Tom
Staff Training for Automation in ARL Libraries. SPEC Kit 109.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 84
NOTE- 123p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Computer Literacy; Higher Education; *Library Automation; Library Personnel; Library Planning; Library Surveys; *Needs Assessment; Policy; Program Descriptions; *Research Libraries; *Staff Development; *Training
IDENTIFIERS- Association of Research Libraries
Based on the results of a June 1984 survey of 30 Association of Research Library (ARL) member libraries, this kit contains documents related to automation training programs for ARL library staff members. A summary of survey results indicates that few libraries performed formal needs assessments before embarking on programs related to automation training; 14 libraries are planning or have already implemented plans to provide basic training in automation; and only one library in which a specific automated system has been installed requires training for all staff members. The survey form is provided, and the following documents are included: (1) policies and program plans from the University of California at San Diego, Emory University, Massachusetts Institute of Technology, the University of Missouri, and Stanford University; (2) needs assessments from the University of Missouri and Massachusetts Institute of Technology; (3) staff development program announcements and descriptions from New York University, the University of Tennessee, Emory University, and Massachusetts Institute of Technology; and (4) staff training and trainers' manuals from New York University, Princeton University, Stanford University, the University of Texas, and the Massachusetts Institute of Technology. An eight-item bibliography and an ARI Systems and Procedures Exchange Center (SPEC) kit evaluation form are also provided. (KM)

ED 281 574 JC 870 140

Rendon, Laura I.
The Demographic Imperative: Responding to New Students in Postsecondary Education.
PUB DATE- Sep 86
NOTE- 18p.; Keynote presentation at "Affirmative Action at the Crossroads: A Manifesto for Change," a Conference sponsored by the Board of Governors of the California Community Colleges (San Jose, CA, September 26-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Change Agents; *College Role; Community Colleges; *Demography; Educational Change; *Educational Trends; Futures (of Society); *Immigrants; *Minority Groups; *Population Trends; School Responsibility; Social Values; Two Year Colleges; Two Year College Students
To appropriately plan for the year 2000, three major issues must be addressed to reduce the gap between what postsecondary institutions currently have to offer and what the student population will require at that time. First, anticipated increases in the numbers of minority and immigrant students call for action to strengthen efforts to achieve full equity and access by addressing problems such as low retention and transfer rates. Second, these demographic changes require community colleges and senior institutions to address staff, curricular, and related educational policy issues to ensure that there are faculty role models for ethnic minorities, to increase the numbers of minorities in leadership positions, and to improve the quality of minority students' experiences at the college. Finally, postsecondary institutions must guard against a social vision that views new immigrants as "problem groups" and work instead as agents of society to create a responsible and informed citizenry. Racial and ethnic diversity are becoming more and more an integral part of American society, and colleges should do their best to promote dignity and respect for all people, to cultivate thought at both an intellectual and emotional level, and to prepare future leaders. (AYC)

ED 281 600 JC 870 230

Walters, Lex
Dollars Equal the Margin of Excellence. Southern Association of Community and Junior Colleges Occasional Paper, Volume 5, Number 2.
Southern Association of Community and Junior Colleges.
PUB DATE- Jul 87
NOTE- 6p.
AVAILABLE FROM- Editor, SACJC Occasional Paper Series, c/o Piedmont Virginia Community College, Charlottesville, VA 22901 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Corporate Support; *Educational Finance; Endowment Funds; *Fund Raising; *Philanthropic Foundations; *Private Financial Support; *School Support; Two Year Colleges
Finding the dollars needed to operate a college is a major challenge, especially for educational leaders endeavoring to raise their institutions' overall level of excellence. In many Southeastern states, two-year colleges have responded to declines in revenue by increasing tuition and other fees and in some cases putting the cost of college beyond the reach of the students two-year colleges were created to serve. Establishing legally incorporated college foundations and fund raising within the private sector can brighten the financial outlook for community colleges. The success of the foundation rests to a strong degree on the strength of its board of directors which should be composed of top leaders from the communities served by the college. The total development program should consist of at least three parts: (1) an annual fund program, which allows all of the college constituents to participate and which fosters the "habit of giving"; (2) a major gifts campaign, which usually concentrates on soliciting significant gifts from a select number of donors; and (3) a planned giving program, which ranges from simple bequests to life income

trusts, insurance policies, pooled income funds, and other arrangements. Though most relevant principles of the tax laws regarding charitable giving were retained in the new tax legislation, some provisions may change the bottom line costs of a charitable gift. However, tax implications are probably not the most important consideration in gift giving. The educational environment is characterized by a new demand for excellence, and by a new spirit of cooperation and mutuality of support. Colleges that are identified as doing the job the way it should be done will find a great reservoir of private support. (EJV)

ED 281 629 PS 016 486

Cornelius, Georgianna
Conference Communication with Student Teachers.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (New Orleans, LA, March 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Conferences; Early Childhood Education; Higher Education; Learning Processes; *Questioning Techniques; *Student Teachers; *Student Teacher Supervisors; Teacher Education; *Teacher Improvement; *Teacher Supervision
IDENTIFIERS- *Teacher Student Conferences
A series of conferences with supervising teachers involving 10 female students training to be teachers of young children was examined. Conferences were conducted after the supervising teacher had observed the teaching of the students. All participating students were early childhood education majors involved in student teaching at least 25 hours per week. For each student teacher, a total of four conferences was tape-recorded. Each conference was conducted within the constraints of one of four different communication strategies, which varied in several ways. Two were controlled by the supervisor, two by the student-teacher. Two involved specific questions, two involved general questions. Affect, organization, reflectivity, and specificity differentiated the questioning strategies. Findings showed that when the supervisor functioned as a facilitator rather than a control agent, student-teachers engaged in longer, more positive conferences. Conferences including specific questions were longer and contained more reflective statements about instructional strategies and children's behavior than the conferences using the other three strategies. (RH)

ED 281 657 PS 016 526

Bergman, Roberta L.
An Employer-Assisted Home Based Child Care Delivery System: Summary Report.
Child Care Dallas, TX.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Feb 87
NOTE- 157p.; Printed on colored paper. Portions of appendices contain small print. For related documents, see PS 016 525 and PS 016 527.
GRANT- ACYF-90-CJ-50/01
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; Child Caregivers; *Corporate Support; Cost Effectiveness; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; *Family Day Care; Family Involvement; Information Dissemination; Job Training; Personnel Selection; Program Descriptions; *Program Design; Program Development; Recruitment
IDENTIFIERS- Child Care Dallas
Child Care Dallas planned and implemented a project aiming to produce an employer-assisted family day care system which would meet the developmental needs of infants and toddlers, increase the community supply of infant/toddler care, be affordable for parents and employers, demonstrate effective methods for recruiting and training competent caregivers, and organize project experiences into a guide for others to use. Specific objectives of the project were to demonstrate how a home-based system could be developed to serve corporate employees, to test its cost effectiveness, to develop effective methods for recruiting and training competent caregivers, and to disseminate project experiences in a guide to program replication. This summary report provides a brief introduction; a statement of the project's underlying concept; a description of corporate participation; an overview of the system design; and brief descriptions of caregiver requirements, recruitment, selection, and training, of enrollment of participating families, and of the program for children. Outcomes and costs, and the dissemination of information are also described. Conclusions and recommendations are offered. Appendices provide related material, including a child care questionnaire, publicity materials and examples of press coverage, evaluation and assessment forms, a child development training course description, a list of caregiver competencies, and a parent interview form for developing a profile of child behavior. (RH)

ED 281 685 RC 016 180

Deavers, Kenneth L.
New Directions in Rural Policy.
PUB DATE- Feb 87
NOTE- 18p.; Paper presented at the meeting of the Southern Rural Sociological Association (Nashville, TN, February 3, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Economic Development; *Economic Factors; Employment Patterns; *Futures (of Society); Government Role; Human Resources; Migration; Needs Assessment; *Policy Formation; Population Trends; *Public Policy; *Rural Development; Rural Population
IDENTIFIERS- Economic Impact
Knowledge of major economic forces shaping the future of rural America provides insights about the likely importance and effectiveness of various broad program alternatives as components of a rural development policy. The rural economic base was transformed during the 1960s and 1970s from a primary dependence on natural resource activities, including agriculture, to a dependence on manufacturing and services. This dependence has been the principal cause of economic stress in rural America in the 1980s. In conjunction with higher unemployment in rural goods-producing industries, nonmetropolitan population growth has receded to a level below that of metropolitan areas. Given the nature of rural economic stress, public policy discussion about rural development needs to be conditioned by three considerations. Because the rural economy is now an integral part of the national/global economy, traditional sector-specific/community-specific policies are less able to deal with problems. Since rural areas are diverse, careful targeting of limited rural economic development funds is essential. And, because the burden of economic adjustments falls on displaced workers, human resource policies are critical to successful amelioration of current rural economic stress. Social scientists have the difficult task of trying to develop effective rural development policies based on efficiency and equity. (NEC)

ED 281 698 RC 016 210

Boloz, Sigmund; And Others
Just Beyond Your Fingertips: American Indian Children Participating in Language Development.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 129p.
GRANT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Education; American Indians; Educational Strategies; Elementary Education; Interdisciplinary Approach; Language Acquisition; *Language Arts; *Language Experience Approach; *Learning Activities; Parent Participation; Primary Education; Program Descriptions; Teacher Attitudes; Tribes; Worksheets; *Writing (Composition)
IDENTIFIERS- Arizona (Ganado); *Ganado Language Arts Development Project AZ; *Navajo (Nation)
This publication describes the development, implementation, and success of the Ganado Language Arts Development (GLAD) Project on the Navajo reservation in northeastern Arizona which develops the foundation for literacy in each student, expands and enriches pedogogical competencies of staff in teaching language arts, and develops/strenghtens parental awareness/support for school programming. The first three chapters discuss the early years, set parameters for change, review ideas to improve the school and establish the language program, and describe the excitement within the project today. Chapter 4 reviews issues of early literacy related to creating an interactively rich, trusting environment. Chapter 5 and 6 present ideas for working in kindergarten and first grade classrooms. Chapter 7 examines integration and writing across the curriculum, while Chapter 8 focuses on writing in the second and third grades. Chapter 9 addresses teachers' attitudes toward change and the effects of involvement in writing and risk taking. Chapter 10 discusses the need to implement progress across the school as a whole and reflects on special areas of the school. The book concludes with a bibliography and a section about the contributors. The book is highlighted with reproductions/examples of student writing (paragraphs, poems, posters) and sample writing exercises and worksheets. (NEC)

ED 281 343 EC 192 440

Tan, Shiow Ling
Computer Technology Applications in Special Education in East Asian Nations.
PUB DATE- Dec 86
NOTE- 33p.; Paper presented at the Western Regional Conference of the Comparative and International Education Society (Honoulu, HI, December 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Comparative Education; *Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Microcomputers; *Special Education; Trend Analysis
IDENTIFIERS- China; Hong Kong; Japan; Singapore; Taiwan

The paper examines the application of educational technology to special education in East Asia and specifically in Japan, the Republic of China on Taiwan, Singapore, Hong Kong, and the People's Republic of China. The potential role of the microcomputer in special education is stressed and American applications of the microcomputer as a special education management tool, as a communication tool, as an instructional tool, and as a personal aid are briefly described. Current and future trends in the use of educational technology in special education in the East Asia are discussed in the context of: (1) official definitions of "exceptional"; (2) the political and economic structure; (3) social and cultural attitudes toward handicapped people; and (4) the influence of special education professionals. Considered next are current applications of educational technology in regular and special education in East Asia which, though still rather minimal, are expected to increase rapidly in response to commitment to building technology-based industries. (DB)

ED 281 373 FL 016 650

Saletti, Norberto
A History of the World Esperanto Youth Organization. Esperanto Documents No. 35A.
Universal Esperanto Association, Rotterdam (Netherlands).
PUB DATE- 86
NOTE- 15p.
AVAILABLE FROM- Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00 and 10 percent postage and handling; bulk prices available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Civil Liberties; History; *Intercultural Communication; *International Organizations; *Language Role; *Leadership; Organizational Objectives; Peace; Second Language Instruction; Uncommonly Taught Languages; *Youth Programs
IDENTIFIERS- *Esperanto

From the beginning, the Esperanto movement has flourished because of the work of young people. They were among the pioneers in promoting the language and its use. The World Esperanto Youth Organization was formed in 1920, and has experienced periods of growth and decline in interest and participation. A 1969 declaration calling on youth throughout the world to unite in the struggle for human dignity resulted in a number of new internal and external initiatives toward cooperation and information sharing. A 1980 manifesto on goals and methods of disseminating Esperanto in the 1980s, while less politically committed than the 1969 declaration, emphasizes steady forward movement and the development of a clearer focus for Esperanto work. (MSE)

ED 281 389 FL 016 666

Fantini, Alvino E.
Developing Bilingual Behavior: Language Choice and Social Context.
PUB DATE- 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; Child Language; Children; *Code Switching (Language); Cognitive Processes; English; Interlanguage; *Language Acquisition; Language Role; Longitudinal Studies; *Metacognition; Parent Role; *Social Influences; Spanish; *Speech Habits

Three aspects of bilingual code-switching are examined: (1) code-switching as an integral part of bilingual behavior, especially in early stages of language acquisition; (2) social factors influencing the child's ability to differentiate languages and make an appropriate language choice; and (3) hierarchical organization of these social factors, based on their order of emergence and relative significance in affecting language choice. Data were obtained from ten-year longitudinal studies of two children raised bilingually in Spanish and English. The findings suggest that while the social factors in each case vary greatly, children learn early to discern the factors that are significant for their own context and guide the choice of language. Although bilinguals alternate and even mix codes, they also know in which instances to make separate linguistic choices regardless of their proficiency in the second language. Families are found to play a critical role in developing the patterns for early bilingual behavior and insuring its continuance while the mainstream language becomes more dominant in the child's life. Separate language use appears to aid language differentiation and bilingual development, while continuous language mixing may encourage passive bilingualism and lagging development in one or both languages. The evidence is found to favor maintaining language distinctiveness. (MSE)

ED 281 503 IR 012 620

Collins, Allan; Brown, John Seely
The Computer as a Tool for Learning through Reflection. Technical Report No. 376.
BBN Labs, Inc., Cambridge, MA.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 32p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; *Computer Software; Higher Education; Learning Processes; *Learning Theories; Mathematics Instruction; *Metacognition; Models; Problem Solving; Process Education; Reading Instruction; *Teaching Methods; Tennis; Writing Instruction
IDENTIFIERS- Learning Environment; *Reflection Process
Because of its ability to record and represent process, the computer can provide a powerful, motivating, and as yet untapped tool for focusing the students' attention directly on their own thought processes and learning through reflection. Properly abstracted and structured, the computational medium can capture the processes by which a novice or expert carries out a complex task, and this process trace or audit trail can become a useful object of study for students trying to improve performance. Reflection is important to learning because: (1) students can compare their own process to the way more expert performers carry out the process; (2) with reification, it is possible to reconfigure a process representation so that students can see separate aspects of the process together and can view the process itself from perspectives not seen before; (3) students can derive abstractions about the process by comparing multiple performances simultaneously; and (4) abstractions can be constructed in a form that is critical to developing good metacognitive strategies. When designing learning environments it is important to consider how to record and abstract the problem-solving processes used by students and provide students with facilities for replaying and observing their own performance and the performance of other students. Process models of more advanced performance should also be provided. The major part of this report focuses on the power and possibilities of reflective media for learning the skills of tennis, problem solving in algebra and geometry, writing, and reading. A 13-item reference list and 5 figures are provided. (MES)

ED 281 561 IR 051 908

The South Carolina Program for Library Development, 1986-1989 under the Library Services and Construction Act (P.L. 98-480, FY 1987).
South Carolina State Library, Columbia.
PUB DATE- 87
NOTE- 79p.; For the 1985-1986 report, see ED 264 891.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Needs; *Library Cooperation; Library Networks; Library Personnel; *Library Planning; *Library Services; *Library Standards; Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *South Carolina; South Carolina State Library

Prepared as an outline of the long-range South Carolina library development program required by the Library Services and Construction Act (LSCA), this document describes: (1) the library public, with emphasis on disadvantaged, blind, physically handicapped, elderly, and institutionalized persons, as well as persons with limited English speaking ability; (2) library education, library networks, and South Carolina's libraries and their needs, including discussions of its state, public, institutional, academic, and special libraries, school library media centers, metropolitan urban resource libraries, and TEC (technical college) learning resource centers; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library buildings, and interlibrary cooperation; and (4) program goals and objectives, which include strengthening of the state library, improving public library services, extending library services to the institutionalized and physically handicapped, and facilitating utilization of the state's total library resources by means of library cooperation. (KM)

ED 281 587 JC 870 204

Zeiss, P. Anthony; Hallock, Richard G.
A Four Year Study of the Myers Center for Small Business. Pueblo Community College, April 1987.
Pueblo Community Coll., CO.
PUB DATE- Apr 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education Facilities; Community Colleges; *Community Services; *Entrepreneurship; Program Effectiveness; Program Evaluation; *School Business Relationship; *Small Businesses; *Technical Assistance; Two Year Colleges
IDENTIFIERS- *Small Business Centers
In May 1983, Pueblo (Colorado) Community College (PCC) established the Myers Center for Small Business to assist entrepreneurs in the operation of existing businesses and the development of new ones. In March 1987, a study was conducted to determine whether the center had met its long-term goals; the number of new businesses started by center clients; the number of full-time and part-time jobs created or directly affected by center assistance; and the long-term survival rate of all businesses which had received center assistance. The study involved telephone surveys of 268 center clients and an analysis of center records. Study findings, based on a 43.6% response rate, included the following: (1) of the 117 respondents, 23 were still considering starting businesses, 32 did not intend to start businesses, 6 had started but then closed their businesses, and 56 were operating businesses; (2) 31 of the businesses were in operation before receiving center assistance and 25 began after receiving assistance; (3) the 56 operating

businesses represented a total of 127 full-time and 38 part-time jobs, with 28 firms expecting to hire more employees; (4) the combined local area annual salaries of actual jobs represented by respondents were $2,167,224; (5) the combined survival rate of existing and new small businesses surveyed was 90.3%--360% above the national survival statistic rate; and (6) the center had contributed directly to the creation of 57 new small businesses and to the assistance or survival of 71 existing small businesses. (LAL)

ED 281 614 PS 016 460

Spodek, Bernard
Knowledge and the Kindergarten Curriculum.
PUB DATE- Apr 87
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Objectives; Curriculum Design; *Educational Objectives; *Elementary School Curriculum; Individual Development; *Kindergarten; Primary Education; *Values Education
IDENTIFIERS- *Knowledge

While it has been, and currently is, the practice of early childhood educators to evaluate educational programs in terms of their impact on children's development, enhancing children's knowledge may be as important as enhancing development; it is possible, in fact, that the enhancement of knowledge could be a better goal for early childhood education. Evidence of the long term effects of early childhood programs supports the view that developmental theory is a resource to early childhood curricula, not a source, since indices of developmental impact (IQ gains) fade by about third grade, while impact on school achievement continues through high school. Of course, knowledge of child development can help teachers understand what young children are capable of knowing; how children come to know what they know at a particular developmental stage; and how they validate their knowledge. Curriculum content, however, is derived not only from knowledge of what children are capable of knowing at a particular level, but also from what members of a culture consider important for children to know. Examples of educational practices in the kindergartens of China and Jewish kindergartens in the United States illustrate this point of view. Concluding remarks discuss D. Elkind's recently expressed views on the issues of what to teach young children and how curriculum content should be taught and argue that more efforts are needed to make the content of America's early childhood programs explicit. (RH)

ED 281 711 SE 047 828

Jakubowski, Nancy
Kenya: A Country in Transition. A Teaching Unit from ZPG.
Zero Population Growth, Inc., Washington, D.C.
PUB DATE- Mar 87
NOTE- 13p.; Photographs and colored illustrations will not reproduce well.
AVAILABLE FROM- Zero Population Growth, Inc., 1601 Connecticut Ave., NW, Washington, DC 20009 (teaching guide and 30 student handouts, $5.00; teaching guide and one student handout, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Case Studies; Developing Nations; Ecology; *Environmental Education; Foreign Countries; Global Approach; Glossaries; *Population Education; Population Growth; *Science Activities; Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Social Studies
IDENTIFIERS- Kenya; *Zero Population Growth
This secondary teaching unit is intended to help students in science and social studies understand some of the forces behind rapid population growth in developing nations and the challenges these countries face. The document includes a student handout that is designed to compare and contrast the demographic transition experienced by developing countries with the changes occurring in Kenya today. It then illustrates the political, economic and environmental impacts of Kenya's rapid population growth. The handout also includes a glossary of terms. The accompanying teaching guide provides five classroom activities that attempt to reinforce the key concepts introduced by the reading. It also discusses how some of our lifestyle decisions can contribute to trends that shape the future. Specific discussion questions precede the teacher's unit and a list of other teaching resources is provided. (TW)

ED 281 328 EC 192 422

Monitoring Manual for Determining Compliance with Public Law 94-142. Revised: August 1986.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- Aug 86
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Board of Education Policy; *Compliance (Legal); Confidentiality; *Disabilities; Due Process; *Educational Legislation; Incidence; Individualized Education Programs; Legal Responsibility; Mainstreaming; Parent Participation; School Districts; *Special Education; Staff Development; State Departments of Education; Student Placement
IDENTIFIERS- Child Count; *Education for All Handicapped Children Act; *South Carolina

The manual is designed to assist school districts in South Carolina in measuring and maintaining compliance with Public Law 94-142 (the Education for All Handicapped Children Act). Using a checklist format, it is divided into sections which address the following topics: (1) local education agency (LEA) policy requirements; (2) state-operated programs (SOP) policy requirements; (3) due process hearings; (4) procedural safeguards; (5) confidentiality; (6) comprehensive system of personnel development for LEAs; (7) verification of annual child count; (8) program entry; (9) individualized education programs (IEPs); and (10) implementation of LEA/SOP procedures concerning procedural safeguards, surrogate parents, and least restrictive environment. (JW)

ED 281 358 FL 016 557

Manning, Jeanne L.
Video/Computer, the Students' Partner for Listening Skills.
PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Annual Spring Conference of the Colorado Congress of Foreign Language Teachers (Colorado Springs, CO, March 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Training; *Aural Learning; Classroom Techniques; *Computer Assisted Instruction; French; Instructional Materials; Language Processing; Listening Comprehension; *Listening Skills; Media Adaptation; *Nonverbal Communication; Paralinguistics; Second Language Instruction; Skill Development; *Videotape Recordings; *Visual Stimuli

Notes for a conference presentation outline and illustrate an experimental technique to develop foreign language listening skills using video and computer. Materials are drawn from a pilot project entitled "Allo Allo," designed to teach students how to listen in French. The approach expands the definition of listening to include both aural and visual, or nonverbal, stimuli and combines computer exercises with video scenes. Through the video, students are exposed to authentic, concrete examples of speech ranging from grammar rules to real dialogue and including hesitations, repetitions, standard and regional accents, and a full range of nonverbal cues. The interactive computer exercises test and stimulate listening, observing and remembering, and reacting and giving meaning to what the students hear and see. The approach is being piloted at the secondary and postsecondary levels for different types of listening and levels of comprehension. Preliminary pilot results suggest that the technique is successful in integrating aural and visual aspects of comprehension and also develops student confidence in listening skills. The content and exercises can be varied for different instructional purposes. (MSE)

ED 281 404 HE 020 045

Anrig, Gregory R.
A Message for Governors and State Legislators: "The Minimum Competency Approach Can Be Bad for the Health of Higher Education."

PUB DATE- 86
NOTE- 9p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; College Students; *Educational Assessment; Educational Objectives; Educational Quality; Evaluation Criteria; Government School Relationship; *Higher Education; Institutional Autonomy; *Minimum Competencies; *Outcomes of Education; Skill Development; *Student Evaluation
IDENTIFIERS- *AAHE Assessment Forum

Aspects of proposed higher education reforms that involve assessment of students learning are clarified by the president of the Educational Testing Service. Governors and state legislators are advised not to adopt state minimum competency standards for higher education. It is claimed that the responsibility for setting instructional standards and academic policy rests with the college and that higher education is concerned with much more than minimum competencies. To be successful any general assessment program would require consensus on the essentials of a higher education, and this task is complex because of the diversity of academic, professional, and career programs. In addition, tests alone cannot evaluate institutions. Elements of an assessment approach that may be workable include: (1) focusing on mastery of knowledge and skills in a field; (2) recognizing that specific knowledge and skills required of students will differ by college; (3) applying assessment results to improve students and instruction; and (4) using a wide range of data and measures for the assessment. Differences between educational goals of higher education and elementary/secondary education that affect assessment are noted. (SW)

ED 281 432 HE 020 336

Peters, Dianne S.; Peterson, Margaret A.
Monitoring and Evaluating Doctoral Student Progress in Programs for the Study of Higher Education. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Admission Criteria; Doctoral Dissertations; *Doctoral Programs; *Evaluation Methods; Grading; *Graduate Students; Group Membership; Higher Education; *Interprofessional Relationship; Peer Relationship; *Postsecondary Education as a Field of Study; Socialization; *Student Evaluation; Tests
IDENTIFIERS- *ASHE Annual Meeting

Ways that U.S. programs for the study of higher education monitor and evaluate the progress of their doctoral students through the dissertation stage were studied in 1986. Fifty-seven program directors responded to a questionnaire, and 50 responded to a followup questionnaire that solicited information about the social context for the doctoral students. Routines included such formal benchmarks as admissions criteria, advisement procedures, grading practices, types of examinations, and characteristics of the dissertation process. While superficial analysis suggested that the benchmarks were formal bureaucratic routines, the responses suggested that for nearly all formal guidelines there existed various exceptions that made monitoring and evaluative procedures flexible and student-oriented. Social context, or cultural milieu, was identified as an important factor in how doctoral students learned to become professional practitioners. Three aspects of social context of programs for the study of higher education were identified: becoming a member of the social group, exercising the rights and privileges of group membership, and exiting the program (but perhaps not the group). (SW)

ED 281 446 HE 020 350

Reyes, Pedro; Smith, Gregory
Faculty and Academic Staff Participation in Academic Governance: The Social Contract Model. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Departments; *Governance; Higher Education; Multicampus Colleges; Nontenured Faculty; *Participative Decision Making; *Professional Personnel; Public Colleges; *School Personnel; *Teacher Participation; Tenured Faculty
IDENTIFIERS- *ASHE Annual Meeting
The role of academic staff and faculty members in college governance was studied at two public universities. The frame of reference was the social contract model, which posits that individuals give up some rights in order to have other rights protected. Documents were analyzed and interviews were conducted with 50 staff: full professors and associate and assistant professors comprised the faculty category, while academic staff were either instructors or other professionals such as librarians, counselors, admissions counselors, and nurses. Interview questions concerned the participation of staff in governance, their satisfaction with the system, and their interests as participants within the process. Four conceptually distinct but empirically overlapping categories of governance were identified: system governance, institutional governance (university-wide committee structures such as the faculty senate), college governance (consisting of departments for a college with the institution), and departmental governance. It was found that faculty participation in governance varied across professional ranks and that job experience and personal interests of faculty affected their participation. (SW)

ED 281 460 HE 020 364

Jacobi, Maryann
Stress among Re-entry Women Students: A Contextual Approach. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *College Students; Comparative Analysis; Coping; *Females; Higher Education; *Nontraditional Students; Physical Health; *Reentry Students; *Stress Variables; Well Being
IDENTIFIERS- *ASHE Annual Meeting; University of California Irvine
The relationships among demands, coping resources, experienced stress, and well-being were studied in a cross-sectional survey of 210 reentry and 102 traditional women at the University of California, Irvine. The analysis was based on psychosocial stress theory and contextual analysis. Reentry women ranged in age from 26 to 66, with a mean age of 36.2, while tradititional women ranged in age from 18 to 29, with a mean age of 20.9. Several existing measures of stress were used, and two scales were developed to assess the demands respondents experienced across life domains. Additionally, instruments that measured social support, psychosomatic symptomatology, and general well-being were employed. Findings include: reentry women experienced more time constraints than traditional women; reentry women showed significantly less stress in the school domain than did traditional women; there were no significant differences between the two groups on self-reports of overall health, energy, and spirits; and reentry women showed significantly less stress related symptomatology. The findings support use of the contextual orientation to stress theory, which considers both school and nonschool influences. (SW)

ED 281 488 IR 012 604

Shulman, Gary M.; And Others
Teaching Employment Interview Skills through Interactive Video Instruction.
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the National Videodisc Symposium for Education (Lincoln, NE, November 12-14, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Employment Interviews; Higher Education; Instructional Design; *Instructional Development; *Interactive Video; Nonverbal Communication; Perspective Taking; Pilot Projects; Production Techniques; Verbal Communication; *Videodisks
IDENTIFIERS- Visual Design

An interactive video program, "The Screening Interview," has been developed at Miami University (Ohio) to help prepare college and university students for on-campus employment interviews with corporate recruiters. Within the context of the simulated interview situation provided by the program, students function as the alter ego of either the candidate or the recruiter as they review and evaluate five stages of the interview process: breaking the ice, answering questions, asking questions, closing the interview, and decision-making. The program focuses on appropriate verbal and nonverbal behavior and provides a rating profile of the student's interviewing skills. Much attention was given during the design process to the two components of the visual presentation--the videotaped action and electronic text frames. Among the conceptual and pedagogical advantages of blending interview content with technology are: (1) immediate visualization and application of theories to a realistic situation; (2) content material that will be held constant over a long period; (3) a high degree of student involvement; (4) ability to skip or review material as needed; and (5) elimination of necessity to bring students to a central location for instruction. Pilot testing of the program focused on both the affective and the cognitive dimensions. It was found that student reactions to the program experience were positive, and preliminary findings on the cognitive dimension support the effectiveness of the program in promoting learning. (MES)

ED 281 518 IR 012 639

House, M.; MacLeod, S.
Into Africa: Telemedicine Links Canada with Nairobi and Kampala.
PUB DATE- 25 Sep 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Royal College of Physicians and Surgeons of Canada (Canada, September 25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Cost Effectiveness; Developed Nations; *Developing Nations; Foreign Countries; Higher Education; *Medical Education; Medical Evaluation; Medical Research; *Professional Continuing Education; *Technology Transfer; Telecommunications; *Teleconferencing
IDENTIFIERS- *Africa (East); *Canada; Makerere University (Uganda); Memorial University of Newfoundland (Canada); Project SHARE;

Telemedicine; University of Nairobi (Kenya)
During the past decade teleconferencing systems have gained a substantial role in continuing medical education in Canada through maintenance of contact between physicians in remote and urban areas, medical education, group consultation, and administration. A group of Canadian physicians at Memorial University of Newfoundland and their Kenyan and Ugandan counterparts have undertaken the development of a similar satellite link between Canada and East Africa with ground transmission between Nairobi and Kampala. This program has been accepted for participation in SHARE, a project which makes satellite circuits available to agencies to organize health education programs between developed and developing countries. Since inauguration of the system in January 1986, there have been formal weekly conferences and informal teaching sessions covering such topics as nutritional status and immune response, hepatitis in pregnancy and the newborn, emergency pediatric medicine, and rickets. The system is also a cost effective means of maintaining communication between North American researchers based in East Africa and their home laboratories. It is hoped that the teleconference system will enable the libraries at the University of Nairobi and Makerere University to make online literature searching available to the medical community. Satellite links such as the one described here are currently the most realistic means of providing contact between the medical faculties in Nairobi and Kampala and a broad spectrum of academic physicians in Canada. (MES)

ED 281 644 PS 016 510

Foley, Mary Ann; Aman, Christine
Remembering Actions: An Analysis of the Sources of Children's Confusions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- BNS-84-19791

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activities; Cues; Elementary Education; *Elementary School Students; *Imagination; Kinesthetic Perception; *Memory; Performance Factors; *Visual Stimuli

Involving children 7 and 10 years of age, two experiments aimed to clarify the basis of children's confusion about actions they performed and actions they imagined performing. In experiment 1, subjects were assigned to one of three conditions, each involving two different types of tracing exercises. Children traced simple or complex pictures by choosing to use either a pencil or a finger, a stylus or a finger, or a pencil or a stylus, thereby gaining differing amounts of kinesthetic and visual feedback in the different conditions. Results indicated that discrimination scores measuring memory for type of activity were not just another measure of picture recognition. Children were not equally confused about any two types of activities performed. They were least confused when they performed with a pencil. Experiment 2 tested the implication that differences in the degree of confusion between memories of tracing and imagining depend on the tool involved. Children using a pencil were expected to be less confused than others about what they traced and what they imagined tracing. Results indicated that children were least confused about tracing and imagining when they used a pencil. Children were not uniformly more confused about memories involving imagination. In general, results suggest that the content of memory is very important for discrimination performance. (RH)

ED 281 672 PS 016 574

Bornstein, Ruth
Evaluation of the Extended Day Kindergarten Program, 1984-1985.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Dec 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Kindergarten; Parenting Skills; Primary Education; *Program Effectiveness; Program Evaluation; *Reading Readiness; *Time Factors (Learning)
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Full Day Programs; Parents as Teachers
The extended day kindergarten (EDK) program in Detroit's 87 Chapter 1 schools in the 1984-85 school year was designed to serve children "least ready" for kindergarten, by providing a full day program 4 days per week. The fifth day of each week was reserved for inservicing teachers, school service assistants, and parents. Parents were instructed in parenting skills and the preparation and application of educational materials for home use. Evaluation of the EDK program compared a random sample of EDK pupils and a control group of children in a traditional Chapter 1 kindergarten program. The two groups were examined for differences in readiness for reading and mathematics as measured by the California Achievement Tests, Level 10, Form C. Survey questionnaires, distributed to principals, teachers, school service assistants, and parents of participating pupils, were analyzed to ascertain respondents' reactions to the programs. Results indicated a significant difference in reading readiness in favor of the experimental group. Though mathematics means were higher for the experimental group, no significant difference between groups was found. Evidence suggests that the EDK program for the 1984-85 school year was effective. Participants' attitudes were generally very favorable. (RH)

ED 281 418 HE 020 288

Isaac, Paul D.
Recruitment, Retention, and Graduation of Minority Graduate Students.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; American Indians; Black Students; College Admission; College Applicants; *Cultural Activities; *Graduate Students; Higher Education; Hispanic Americans; *Minority Groups; Psychology; *School Holding Power; Student Adjustment; Student Needs; *Student Recruitment
Beginning a program to recruit minorities (American Indians, Blacks, and Hispanics) to graduate school is discussed, along with retention strategies. Reasons to recruit minorities to graduate school, and specifically to the field of psychology, are identified, including: not all qualified minority students will apply to graduate school; nonwhites can make unique contributions to the core of psychological research, theory, and practice; and minority participation in research and practice will help psychology address issues brought about by changing demographics (i.e., over 30% of the U.S. population is expected to be minority by the year 2000). Activities and materials that are needed at each stage of the recruitment process are discussed: inquiry by the prospective student, application, and admission, and enrollment. The following retention strategies for minority graduate students are recommended: tailoring activities for minority students (e.g., receptions and guest minority lecturers; supporting minority student organizations; including minority issues in the curriculum and training for all students; and hiring minority faculty. (SW)

ED 281 474 HE 020 378

Krakower, Jack
Organizational Culture and Performance. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 51p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). For a critique of the method used in this study, see HE 020 379.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Administration; *College Environment; Decision Making; Enrollment Trends; Financial Support; Governance; Higher Education; *Institutional Characteristics; Leadership Styles; *Organizational Climate; Organizational Effectiveness; *Organizational Objectives; Questionnaires; *School Effectiveness; Teacher Attitudes; Trustees
IDENTIFIERS- *ASHE Annual Meeting

The nature and strength of college culture were studied, along with how culture is related to perceptions of organizational performance. Data were obtained from a study conducted by the National Center for Higher Education Management Systems (NCHEMS). Questions of method, especially the validity of aggregating perceptual data to the organizational level, are examined and assessed. A questionnaire administered to trustees, administrators, and faculty required them to indicate the extent to which their colleges showed characteristics associated with each of four ideal cultural types along four dimensions: institutional characteristics, institutional leadership, institutional cohesion, and institutional emphases. The four ideal cultural types were: market, clan, hierarchy, and emergent. The survey of 334 colleges and universities produced responses from 1,321 administrators, 1,158 faculty, and 927 trustees for an overall response rate of 48%. Constructs measured by the survey include: changes in the institution's external environment, decreasing enrollments, decreasing revenues, institutional characteristics, institutional strategy and decision process, and performance and actions of the institution. The results suggest that cultural strength and type are clearly related to perceptions of organizational performance. Specific findings are analyzed, and the questionnaire is appended. (SW)

ED 281 532 IR 051 872

List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers. 6th Edition.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; *Library Material Selection; *School Libraries
IDENTIFIERS- *Selection Tools; South Carolina

In compliance with Section 59-31-10 of the 1976 School Laws of South Carolina, this document provides a bibliography of standard lists that media specialists, teachers, and administrators may use as a guide for reviewing and selecting instructional materials for elementary and secondary public school library media centers. Sources of selection listed include 18 general lists, 24 periodicals, 11 specialized lists, and the publications of 5 professional organizations. Materials selected from any of these lists are eligible for reimbursement under federal grants. The Library Bill of Rights and the American Association of School Librarians' Policies and Procedures for Selection of Instructional Materials are also included, and a listing of members of the library committee appointed as provided for in the 1976 School Laws of South Carolina is provided. (KM)

ED 281 630 PS 016 487

Powers, David A.; Anderson, Patricia J.
An Examination of After School Care Programs in North Carolina Public Schools.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Latchkey Children; Program Content; Public Schools; *School Age Day Care; *School Districts; *School Role; School Surveys; State Surveys
IDENTIFIERS- *North Carolina; *Program Characteristics
Because North Carolina has the nation's highest percentage of mothers working outside of the home, each of the state's 141 public school systems was surveyed with a 33-item questionnaire to identify existing after school care programs. Responses were received from 138 systems. A total of 48 programs serving 51 systems were identified, and information was gathered on seven aspects of program design and operation, including location, population served, operational policies, program content, personnel, evaluation, and plans for future changes. Survey results are reported and characteristics common to many programs are listed. It is concluded that after school care programming is rapidly gaining acceptance in North Carolina, and that public schools are well equipped to offer such programs. (RH)

ED 281 374 FL 016 651

Sirdenis, Wisam Kazaleh, Ed.; Giannetti, George, Ed.
Global Lessons for Second Language Students, Grades 9-12. Student Edition and Teacher's Edition.
Oak Park School District, MI.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 85
NOTE- 266p.
GRANT- G008302872
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arabic; *Bilingual Education; *Career Awareness; *Computer Literacy; Cross Cultural Training; Demography; Educational Objectives; English (Second Language); Ethnocentrism; French; Futures (of Society); Geography; *Global Approach; Hebrew; High Schools; High School Students; *Multicultural Education; Secondary Education; Second Language Learning; Spanish; Stereotypes; Uncommonly Taught Languages
IDENTIFIERS- *Chaldeans

An Oak Park, Michigan student workbook prepared as part of the Oak Park Title VII Project for limited English proficient students or students whose first or second language is other than English. contains fifteen multicultural lessons presented in four units. The first unit focuses on the nature of human global interdependence and takes a geographic look at the world through languages and their distribution. It stresses the need for mutual understanding and cooperation for survival and for the humane use of world resources. The second unit, entitled "Why Study a Second Language?" looks at ethnocentrism and its many manifestations as an obstacle to understanding other peoples and their ways. It underscores the usefulness of second language skills for making new cultural experiences, travel, and a broader range of occupations more available. This unit examines four of the major languages of the world (English, Arabic, French, and Spanish) and two cultures in Oak Park (Hebrew and Chaldean). Unit 3 focuses more closely on four world issues: population, stereotyping, energy, and futurism. The fourth unit outlines career opportunities in which language study can lead to interesting and rewarding work, including careers in the international language world, and careers related to the work of the United Nations. Twelve of the 15 chapters contain vocabulary lists highlighting words that students will use in crossword puzzles provided in the lessons as well as a chapter review exercise section featuring a self-test. The teacher's edition of the guide contains exercises, descriptions of suggested activites for some chapters, blank maps for use as duplication masters, and answer keys to the chapter review self-tests. (MSE)

ED 281 547 IR 051 890

Allen, Alice
Local Cataloging Policies in ARL Libraries. SPEC Kit 110.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 85
NOTE- 131p.; Best copy available.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Cataloging; *Editing; Higher Education; *Library Standards; Occupational Information; Policy; Position Papers; Questionnaires; *Research Libraries; Subject Index Terms
IDENTIFIERS- Authority Control (Information); Retrospective Conversion (Library Catalogs)
Compiled from information and documents gathered during telephone and in-person interviews with Association of Research Library (ARL) member libraries, this publication examines cataloging policies designed to supplement national and network standards and cover situations that are not addressed at the national level. A concise summary discusses standards for copy editing, minimal-level cataloging (MLC) to reduce backlogs and provide access to material, local policies for authority work, and policies for retrospective conversion. Documents provided in the kit include: (1) standards for copy editing from the University of Arizona, Iowa State University, and Northwestern University; (2) standards for minimum cataloging from Northwestern University and a report on minimal-level cataloging from the University of Michigan; (3) a memorandum on subject heading policy from Northwestern University; and (4) a statement on professional responsibilities of the cataloging department from Duke University. An ARL Systems and Procedures Exchange Center (SPEC) evaluation form is also included. (KM)

ED 281 562 IR 051 909

South Carolina State Library Annual Report, 1985-1986.
South Carolina State Library, Columbia.
PUB DATE- 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Administrative Organization; Annual Reports; Blindness; Charts; Disabilities; Institutional Libraries; Library Administration; Library Networks; *Library Services; Library Statistics; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS- *Library Development; *South Carolina State Library

Introductory material to this annual report provides listings of the South Carolina State Library Board members and professional staff, an organization chart, and an outline of the responsibilities of each level of the library organization; and a description of the state library that includes a historical synopsis, highlights of 1985-86, and discussions of the library board, state library awards, and volunteers. Next, a summary of Division of Library Development activities includes Administrative Services; Field Services (supervision of state aid to public libraries, continuing education for librarians, library services for the disadvantaged, literacy program, audiovisual services, library service to children, institutional library services, and public library construction); and Library Services to the Blind and Physically Handicapped. A discussion of Division of Library Services activities includes Reader Services (reference and information services to state government, legislative reference service, interlibrary loan service, and government documents); technical services; and the South Carolina Library Network. In addition, a listing of South Carolina State Library publications and statistical data for state library collections, interlibrary loans, state and federal fund expenditure, and public libraries are included. Directories of South Carolina public, college, university, and institutional libraries and a listing of public library board chairmen are also provided. (KM)

ED 281 575 JC 870 161

Shingleton, John D.; Scheetz, L. Patrick
Estimated Demand for 1986 Graduates of Michigan Two-Year Colleges.
Michigan State Univ., East Lansing. Michigan Coll. and Univ. Employment Research Inst.; Michigan State Univ., East Lansing. Placement Services.
PUB DATE- 15 May 86
NOTE- 19p.
AVAILABLE FROM- Placement Services, Michigan State University, 113 Student Services Bldg., East Lansing, MI 48824-1113 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; *Demand Occupations; Education Work Relationship; *Employment Opportunities; *Employment Projections; *Labor Market; Labor Needs; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Michigan

Two-year college placement directors and career planning counselors in Michigan were requested to rate the occupational demand situation for 1986 graduates based on information obtained from graduate follow-up studies, employer requests, number of job listings, and discussions with recruiting employers. Responses were received from 25 of the 34 colleges contacted. Study findings included the following: (1) of the 174 two-year certificated programs that were rated, 47% were considered to have "good," "very good," or "excellent" job markets; (2) the highest demand for two-year certificated graduates was in secretarial services, retail management, health services, and industrial technology; (3) of the 332 associate degree programs evaluated, 58% received job market ratings of "good," "very good," or "excellent," and 23% received ratings of "fair" or "poor"; while the graduates from the remaining programs were expected to continue their education at a four-year college; (4) associate degree programs with "good" to "excellent" job markets were in the areas of business and management, business office administration, marketing and distribution, communications technologies, education, engineering, allied health, vocational home economics, protective services, mechanics and repairs, and precision production; and (5) comments from several placement directors indicated that local job markets were so poor that graduates were relocating to obtain employment. Job market ratings for individual programs and by region are provided. (AYC)

ED 281 588 JC 870 205

Nunes, Stephen A.; Halloran, Thomas F.
Elements for a Training Design: An Assessment of Competencies for Effective ABE Instructors.
Miami-Dade Community Coll., FL. Center for Adult Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Community Colleges; *Curriculum Development; *Teacher Education; *Teacher Effectiveness; Teaching Methods; *Teaching Skills; Two Year Colleges
IDENTIFIERS- *DACUM Process

The Center for Adult Education at Miami-Dade Community College (Florida) conducted a project to design a training program for adult basic education (ABE) instructors focusing on the specific skills and generic competencies that were associated with instructor success. The best source of information about the elements that constituted a successful ABE instructor was felt to be a group of ABE instructors who were perceived to be successful. "Successful" ABE instructors were nominated by administrators and other instructors to participate on a panel that was to identify and classify the skills and competencies which, in their estimation, constituted successful performance. Using the DACUM (Developing A Curriculum) process, the panel reached consensus on the following competencies and their rank order: (1) understanding the adult learner; (2) personal qualities; (3) knowledge of the field; (4) knowledge of teaching techniques; (5) creativity; (6) communication/interpersonal skills; (7) professionalism; and (8) management/organization. For each competency, specific skills were identified. An edited version of the competencies and skills served as the basis of a Delphi Questionnaire, which was mailed to 20 nationally recognized experts in the field, asking for a critical response to verify and/or supplement the list of competencies and skills. There was general agreement among the 12 respondents concerning the designation of most of the skills as "essential," "desirable," or "useful," and majority agreement about the rank order of the generic competencies. Based on panel recommendations and questionnaire responses, a list of "teachable" skills and competencies were developed, representing the elements that must be included in a training design for ABE instructors. (EJV)

ED 281 601 JC 870 232

Smith, Howard W., Jr.; And Others
Salary Survey and Program/Institution Profiles, 1985 and 1986.
Texas Association for Community Service and Continuing Education.
SPONS. AGENCY- North Texas State Univ., Denton. Office of Policy Studies in Higher Education.
PUB DATE- 86
NOTE- 42p.; Papers presented at the Annual Conferences of the Texas Association for Community Services and Continuing Education (Lubbock, TX, November 20-11, 1985) and (Houston, TX, November 12-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrators; College Programs; Community Colleges; Community Services; *Continuing Education; Courses; *Enrollment; *Noncredit Courses; Program Costs; *Salaries; State Surveys; Two Year Colleges
IDENTIFIERS- *Texas
In 1985 and 1986, surveys were conducted by the Research Committee of the Texas Association for Community Services and Continuing Education (TACSCE) in order to generate profiles of continuing education practitioners and programs by type of institution (i.e., private four-year colleges, public four-year colleges, and two-year colleges). During both studies, members of TACSCE and of Texas Administrators of Continuing Education and others not affiliated with these two organizations were surveyed. The 1985 study sought information on enrollments and on respondents' job title, primary area of responsibility, position classification (i.e., administrative or faculty), full-/part-time status, salary, level of responsibility, employees, pay for teaching non-credit, level of education, and time on the job. Responses from 154 of the 257 continuing education practitioners surveyed were used to generate profiles of continuing education administrators and their programs for each type of institution. In 1986, two survey instruments were administered to gather personal information on the continuing education administrator and additional program data on staffing, enrollments, number of courses and credit hours offered, contact hours, system for calculating continuing education units, and budgets. Usable responses were returned for 118 of the 242 personal data questionnaires distributed and for 55 of the 161 institutional questionnaires. A report detailing methods and findings is provided for each study. (PAA)

ED 281 658 PS 016 527

Bergman, Roberta L.
An Employer-Assisted Home Based Child Care Delivery System: Executive Summary.
Child Care Dallas, TX.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 87
NOTE- 9p.; For related documents, see PS 016 525-526.
GRANT- ACYF-90-CJ-50/01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; Corporate Support; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; *Family Day Care; Program Descriptions; Program Design; *Program Development
IDENTIFIERS- Child Care Dallas
Child Care Dallas planned and implemented a project aiming to produce an employer-assisted family day care system which would meet the developmental needs of infants and toddlers, increase the community supply of infant/toddler care, be affordable for parents and employers, and demonstrate effective methods for recruiting and training competent caregivers. The results, the Employer-Assisted Home Based Child Care Delivery System, was developed as a model through which employers could assist their employees in securing quality care for their infants and todders in family day homes developed specifically for them. Specific objectives of the project were to demonstrate how a home-based system could be developed to serve corporate employees, to test its cost effectiveness, to develop effective methods for recruiting and training competent caregivers, and to organize project experiences into a guide for others to use. This executive summary of the project's summary report provides a brief introduction to the project, describes project design and results, and offers recommendations for overcoming barriers encountered in implementing the project and for project replication. (RH)

ED 281 686 RC 016 187

American Indian Tribes in the 21st Century. Papers Presented at Two NAES College Seminars (Chicago, Illinois, November 1985; Evanston, Illinois, May 1986).
Native American Educational Services, Inc., Chicago, Ill.
PUB DATE- Dec 86
NOTE- 45p.
AVAILABLE FROM- NAES College Bookstore, 2838 W. Peterson, Chicago, IL 60659 ($7.95; 20% discount for 20 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indian History; American Indian Languages; *American Indians; *Federal Indian Relationship; *Futures (of Society); Government Role; *Language Maintenance; Language Role; Political Influences; Quality of Life; Reservation American Indians; Self Determination; Social Dialects; State Programs; *Tribal Sovereignty; Tribes; Urban American Indians; Urban Language; Values
IDENTIFIERS- Illinois (Chicago); Minnesota; *Tribal Government

Five papers presented at two academic seminars are collected in this document which deals with the survival of American Indian tribes, focusing on language maintenance, tribal government, and intergovernmental relations. Robert Dumont and David Kaudy note the remarkable way in which the written English word has been incorporated into the core of tribal life and point out language issues that underlie the complex federal-Indian legal relationship. Robert Thomas discusses the accelerated rate of tribal language loss since 1961 and explains the grave implications of that loss for the survival of Indians as tribal people. In a second paper Thomas provides an historical overview of tribal government from aboriginal to modern times and urges that tribal leaders, in spite of today's materialism, concern themselves with Indian dreams and traditional values. A paper prepared by Native American Educational Services, Inc. (NAES) College instructors Rose Barstow, Margaret Boney, and Lola Hill at the Chicago study site documents the existence of tribally specific patterns of Indian English and the emergence of urban Indian speech communities. David Beaulieu describes positive aspects of Indian education in Minnesota, where tribal, state, and federal governments have cooperated to create an exemplary program. The document also contains an introduction by Terry Straus of NAES College and excerpts from the Declaration of Indian Purpose prepared for the American Indian Chicago Conference held in 1961. (JHZ)

ED 281 699 RC 016 211

Foster Care: Use of Funds for Youths Placed in the Rite of Passage Program.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-87-23BR
PUB DATE- Dec 86
NOTE- 41p.
AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first five copies are free, additional copies are $2.00 ea., 25% discount on orders for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adolescents; American Indian Reservations; Certification; *Child Welfare; Compliance (Legal); Delinquent Rehabilitation; *Eligibility; Emotional Disturbances; *Federal Aid; Foster Care; *Males; Program Descriptions; *Program Design; *Residential Institutions; Rural Areas; Standards; Tribes
IDENTIFIERS- California; Detention; Nevada; *Rite of Passage Program NV; Social Security Act Title IV E; Tribal Jurisdiction

This report reviews the use of federal foster care funds under Title IV-E of the Social Security Act for emotionally disturbed and delinquent adolescent boys placed in the Rite of Passage (ROP) program which operates three facilities on Indian land in Nevada. The report indicates: (1) California counties paid about $434,000 in Title IV-E funds for 39 placements claimed as federally eligible as of May 31, 1986; (2) while the program is licensed and is a nonprofit, private institution, the Department of Health and Human Services has not yet determined whether the facility is operated primarily for reasons other than the detention of delinquents; (3) the Indian tribes use California and tribal standards (admission policies, safety, sanitation, and protection of civil rights) to license facilities but do not document inspection for compliance with all their licensing standards; (4) California counties generally meet case review and reunification service requirements; and (5) California monitors its foster care program through the Foster Care Information System, quality control case reviews, audits, and on-site monitoring by counties. Appendices, tables, and figures provide a chronology of investigation of abuses, placements, expenses, licensing history, comparison of personnel files, reasons youth left ROP and subsequent placements, and location of facilities. (NEC)

ED 281 712 SE 047 829

Huntington, Mary Anne
JETS Program Aids.
JETS, Inc., Alexandria, VA.
PUB DATE- 85
NOTE- 73p.; Numerous illustrations are included.
AVAILABLE FROM- Junior Engineering Technical Society, 1420 King St., Suite 405, Alexandria, VA 22314-2715 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Competition; Decision Making; *Engineering Education; Group Activities; Mathematical Applications; Problem Solving; *Science Activities; Science and Society; Science Education; *Science Instruction; Science Projects; *Secondary School Science; *Student Projects; Student Research
IDENTIFIERS- *Junior Engineering Technical Society

This document offers science teachers a reference for various student projects that are intended to increase student interest in engineering, science, and technology. The book contains information, guidelines, and specific ideas for: (1) engineering design competitions; (2) engineering problem solving competitions; and (3) short-term mini-projects. The engineering design competitions emphasize team participation in the design, building, and testing of workable projects in a competitive atmosphere. Included in this section are design parameters, the materials limitations, and the testing and scoring procedures. The engineering problem solving section empahsizes the "pen and paper" approach to the technical, economic and social aspects of engineering problems. These competitions stress the use of research, investigation, decision-making and communication skills. The mini-projects are designed to be completed during a two-hour session and can be set up in a competition manner also. Sample problem solutions are included. (TW)

ED 281 344 EC 192 441

Dugan, Siobhan
Education of the Handicapped Amendments of 1986.
Capitol Publications, Inc., Arlington, VA.
PUB DATE- Nov 86
NOTE- 15p.; A product of the Business and Education Division.
AVAILABLE FROM- Capitol Publications, Inc., 1101 King St., P.O. Box 1453, Alexandria, VA 22313-2053 ($10.00, 1-5 copies; $9.00, 6-10 copies; $8.00, 11-25 copies; $6.00, 26+ copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Collected Works - Serials (022)
DESCRIPTORS- American Indians; Deaf Blind; *Disabilities; Early Childhood Education; Educational Assessment; Educational Media; Educational Technology; Education Work Relationship; Elementary Secondary Education; *Federal Legislation; Financial Support; Information Dissemination; Intervention; Postsecondary Education; Professional Training; Research Projects; Resource Centers; Severe Disabilities; *Special Education; *State Federal Aid; Statewide Planning; Teacher Education
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986

A part-by-part comparison of the old Education of the Handicapped Act with the new law (P.L. 99-457) is presented. The new law reauthorizes the Education of the Handicapped Act through 1991, mandates education of handicapped children ages 3 to 5 by 1991, and adds a new Part H, which provides for early childhood intervention for handicapped children from birth to age 2. Part A, General Provisions, includes definitions and eligibility for financial assistance. Part B, Assistance for Education of Handicapped Children, includes settlements and allocations, eligibility, state plans, evaluation and preschool grants. Part C, Centers and Services to Meet Special Needs, includes regional resource centers, services for deaf-blind children and youth, early education for handicapped children; research, innovation, training and dissemination activities in connection with centers and services for the handicapped; postsecondary education programs; and secondary education and transitional services for handicapped youth. Part D, Training Personnel, includes grants and clearinghouses. Part E, Research in the Education of the Handicapped, includes research and demonstration projects, and panels of experts. Part F, Instructional Media for the Handicapped, includes centers on educational media and materials, and captioned films and educational media. Part G concerns technology, education media and materials. Part H concerns services to handicapped infants and toddlers. (KM)

ED 281 390 FL 016 667

Hellwig, Harold
Computer Interpretation of Meaning.
PUB DATE- Oct 86
NOTE- 25p.; Paper presented at a conference on Computers in Language Research and Language Learning (Urbana, IL, October 25-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Association (Psychology); Association Measures; *Case (Grammar); *Computational Linguistics; *Computer Software; Connected Discourse; *Discourse Analysis; Fiction; *Narration; Nineteenth Century Literature; North American Literature; *Semantics
IDENTIFIERS- *Twain (Mark)

A computer program devised to analyze text by the use of case grammar is described. The program tests a text against the expectations created by a narrative situation and by the connotative values in the narrator's choice of words. It determines spatial concepts attached to various English words and analyzes the spatial relationships in syntactic structures. The assumptions and mechanisms of the approach are outlined, and the results of the program's application to Mark Twain's "Letters from Hawaii" and "Connecticut Yankee in King Arthur's Court" are discussed. (MSE)

ED 281 329 EC 192 423

Helping the Hyperactive Child: Caring about Kids.
National Inst. of Mental Health (DHHS), Rockville, Md.
REPORT NO.- DHHS-(ADM)-85-561
PUB DATE- 85
NOTE- 13p.
AVAILABLE FROM- Public Inquiries, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; *Clinical Diagnosis; Dietetics; *Drug Therapy; Educational Needs; Etiology; Handicap Identification; *Hyperactivity; *Intervention; Psychological Characteristics; Psychological Services

This booklet describes characteristics of hyperactive children and discusses identification procedures, causes, treatment, and future developments in this area. Actual diagnosis of hyperkinetic behavior syndrome, commonly referred to as hyperactivity, is complex and should include a thorough examination by a pediatrician, and sometimes a child psychologist, psychiatrist, or a neurologist. The exact cause of hyperactivity is unknown; no single cause has been established. Medication, diet, and psychological interventions have been used with varied success to treat hyperactive children. Parents and other adults involved with hyperactive children should help them experience success in educational and social situations to help them improve their self-image and increase their motivation to behave appropriately. It is important that intervention begin as soon as possible to keep such potential outcomes as underachievement and negative self-esteem from becoming long-term problems. (JW)

ED 281 359 FL 016 558

Champion, James J.
Linguistic Activities of the Instituto Caro y Cuervo.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Cultural Background; Cultural Enrichment; *Descriptive Linguistics; Developing Nations; Dialect Studies; *Dictionaries; Educational History; Foreign Countries; Institutional Mission; Language Variation; *Latin American Culture; *Lexicography; *Regional Characteristics; Research Projects; *Spanish
IDENTIFIERS- Caro (M A); Cuervo (R J); *Instituto Caro y Cuervo (Colombia)

The Instituto Caro y Cuervo of Bogota, Colombia, named after two outstanding Colombian intellectuals, was established in 1942 primarily to complete the lexicographic work of Rufino Jose Cuervo. It has continued its work through several reorganizations, and in 1947 was charged with the study of the present state of the Spanish language in various regions of Colombia. Its current goals include continuation of the dictionary, study of all aspects of Spanish language in Colombia and Latin America, preparation of a linguistic atlas of Colombia and a general glossary of Colombian Spanish, compilation of a dictionary of Americanisms, formation of a bibliography of national and Latin American culture, collection of documents and materials for the study of national and Latin American culture, publication of the works and correspondence of Caro and Cuervo, preparation of critical editions of other authors, and in general, the pursuit and dissemination of linguistic, philological, literary, and bibliographic knowledge. (MSE)

ED 281 405 HE 020 050

Fincher, Cameron, Ed.; And Others
Higher Education in Georgia: Assessment, Evaluation, and Accreditation. Proceedings of the Conference (Athens, Georgia, January 15-16, 1986).
Georgia Univ., Athens. Inst. of Higher Education.
PUB DATE- Jan 86
NOTE- 94p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
AVAILABLE FROM- Institute of Higher Education, University of Georgia, Athens, GA 30502.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Adult Students; College Admission; Developmental Studies Programs; *Educational Assessment; Educational Change; Educational Testing; *Evaluation Criteria; Graduation Requirements; Higher Education; Institutional Research; Instructional Development; Nontraditional Students; *Outcomes of Education; *Student Evaluation; Technical Education; Vocational Education
IDENTIFIERS- *AAHE Assessment Forum; *Georgia

Higher education assessment, evaluation, and accreditation in Georgia are addressed in these proceedings of a 1986 conference sponsored by the University of Georgia and the Southern Association of Colleges and Schools (SACS). Panel papers cover: assessing student performance and outcomes, academic standards and needs assessment for specific fields, and SACS' new accreditation criteria and implications of the criteria. The keynote address by Cameron Fincher is entitled "The Emerging Role of Assessment and Evaluation in Postsecondary Education." Panel papers and authors are as follows: "Assessing Student Achievement" (Joe Marks); "Assessing Educational Outcomes" (Thomas E. R. Redmon); "Assessing Vocational Competencies" (Michael T. McCord); "Statewide Needs Assessment for Health Personnel" (Libby V. Morris); "Assessing the New Standards for High School Graduation and College Admissions" (Nathaniel Pugh, Jr.); "Needs Assessment in Vocational Technical Education" (Kenneth R. Allen); "The New Criteria For Accreditation" (James T. Rogers); the implications of new SACS criteria for the following areas--"Institutional Research" (Larry G. Jones), "Developmental Studies" (Leroy Ervin, Louise M. Tomlinson), "Instructional Development" (Ronald D. Simpson), "College Admissions" (John W. Albright), "Adult Learners" (Margaret E. Holt), "Higher Education's Changing Clientele" (Herman B. Smith), and "Changing Accreditation Criteria: Catalyst to Education Innovation?" (Sven Groennings). (SW)

ED 281 447 HE 020 351

Mock, Carol
Hard Cases and Soft Concepts of Change and Leadership in Universities. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Case Studies; *Change Strategies; *College Administration; College Admission; College Libraries; College Preparation; Decision Making; Higher Education; *Leadership; *Organizational Change; *Organizational Theories; Population Trends
IDENTIFIERS- *ASHE Annual Meeting; *University of California
Empirical hypotheses about organizational change are compared with actual case studies of change and leadership at the University of California (UC) system. The hypotheses are based on the sociological literature on complex organizations and are derived from three perspectives: (1) rational choice and analytic approaches, (2) cognitive perspectives, and (3) cybernetic approaches. Rational choice and analytic approaches posit organizational change as an outcome of leadership exercised through planned responses to environmental change, and/or in the management of internal interests through a dominant coalition. Cognitive perspectives view leadership and change as artifacts of the subjective assessment of objectively random events, while cybernetic approaches explain change as the result of the selective action of the environment on organizational "trials and errors." Reorganization of the UC library system, the development of UC's Early Outreach affirmative action programs, and Martin Trow's 1983 study of reorganization of the biological sciences at UC are discussed as examples of organizational change and responses to environmental changes. (SW)

ED 281 461 HE 020 365

Breier, Barbara
Program Review, Differences in the Private Sector. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Comparative Analysis; Higher Education; *Models; *Private Colleges; *Program Evaluation; *Public Colleges
IDENTIFIERS- *ASHE Annual Meeting
Several models of program review that are used in private colleges are discussed, along with differences between program review models used at public and private colleges, and perspectives on the future of program review at private colleges. Various written materials were examined, and nonstructured interviews were conducted with faculty and administrators at four private colleges in the Midwest and South. Based on content analysis of the data, it was found that, in contrast to the public model, the private colleges lacked uniformity of purpose, criteria, method, and participants. Private colleges also focused on quality as opposed to the public colleges' emphasis on accountability. In the private sector, the outcomes of program review were regarded as an internal evaluation function primarily of concern only to the faculty, administrators, and students, while at public institutions, results of the review were usually reported to the governing board and sometimes to the legislature. Two institutions utilized the goal-based model as part of their accreditation efforts. One institution followed the responsive model of program review, and the last college used the connoisseurship model. It is suggested that private colleges use a more standardized approach in order to allow for greater comparability of results. (SW)

ED 281 504 IR 012 621

Reeves, Thomas C.
Computer-Assisted Instruction: Authoring Languages. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 4p.
CONTRACT- 400-85-0001
AVAILABLE FROM- ERIC/IR Clearinghouse, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Costs; Instructional Development; *Programing Languages
IDENTIFIERS- ERIC Digests; Transportability

One of the most perplexing tasks in producing computer-assisted instruction (CAI) is the authoring process. Authoring is generally defined as the process of turning the flowcharts, control algorithms, format sheets, and other documentation of a CAI program's design into computer code that will operationalize the simulation on the delivery system. Used in this sense, authoring is essentially a euphemism for programming or coding. The principle alternatives for the authoring process are a programming language (e.g., BASIC, Pascal, or C); an authoring language (e.g., PILOT-Plus, Coursewriter, or TUTOR); or an authoring system (e.g., QUEST, IMSATT, or TICCIT). Programming languages should not be considered for authoring complex CAI unless the development team includes professional systems level programmers. At their current stage of development, authoring systems must be scrutinized with care before use. Authoring languages afford the best compromise between the flexibility of programming languages and the ease-of-use of authoring systems. Specific advantages and disadvantages of each of these alternatives are outlined, and transportability and cost are identified as important issues regardless of which approach is selected. A series of steps to be followed when considering adoption of a CAI authoring approach is provided. (MES)

ED 281 519 IR 012 640

Fayen, Emily Gallup; And Others
The Arabization of a Full-Text Database Interface.
Georgia Inst. of Tech., Atlanta.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 86
NOTE- 5p.
CONTRACT- NEB-0016-00-2092
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arabic; Character Recognition; Computer Software; Databases; Developed Nations; *Developing Nations; English; Foreign Countries; Machine Translation; *Man Machine Systems; *Online Searching; *Online Systems; Scientific and Technical Information; Technology Transfer; Users (Information)
IDENTIFIERS- Bibliographic Retrieval Services; Character Encoding; Egypt; *Egyptian National Scientific Tech Info Network; Full Text Databases; *Nonroman Scripts; Software Design; User Cordial Interface
The 1981 design specifications for the Egyptian National Scientific and Technical Information Network (ENSTINET) stipulated that major end-user facilities of the system should be bilingual in English and Arabic. Many characteristics of the Arabic alphabet and language impact computer applications, and there exists no universally accepted character encoding scheme equivalent to the ASCII standard for Latin alphabets. In order to overcome the native language barrier in the system, a native language interface to existing software was developed. The Arabic language software functions include an Arabic editor running under the UNIX operating system, an Arabic database search facility, and electronic mail, which were implemented for peripheral devices using the CODAR/UFD Arabic character encoding scheme. The Arabic database search facility has been developed by arabizing BRS/Mate, a menu-oriented front end to the native mode of Mini-Micro BRS/Search, a full text, state-of-the-art information management software system. Five references are provided. (MES)

ED 281 533 IR 051 873

Reid, William H.
Four Indications of Current North American Library and Information Doctoral Degree Programs. Occasional Papers No. 176.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Jan 87
NOTE- 92p.; Some figures contain small print.
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; Curriculum Research; Doctoral Dissertations; *Doctoral Programs; Faculty Publishing; Higher Education; *Information Science; *Library Education; *Library Schools; Questionnaires; Surveys
IDENTIFIERS- Canada; United States
Designed to synthesize information of interest about current doctoral-level library and information education in North America, this study examines the doctoral programs in library and information studies at 17 universities in the United States and Canada. Each program is investigated from the following perspectives: (1) a survey of faculty publications over the 5-year period 1978-1982; (2) a brief summary of the program curriculum drawn from catalogs and related materials disseminated by the program to prospective students; (3) a survey of dissertations completed during the 5-year period; and (4) an opinion questionnaire that drew responses from students at 13 of the 17 programs. An orientational survey, this study is intended only to be considered within a wider context in determining relevant problem areas related to library and information doctoral education, and the programs are not evaluated. Results of the faculty publication survey for each institution and summary results for all institutions surveyed are presented in tabular form, and the faculty publication survey subject classification scheme and a copy of the student questionnaire are provided. (KM)

ED 281 615 PS 016 462

Halperin, Dora
The Changing Perceptions of the Nature of the Child in the Context of Early Childhood Education.
PUB DATE- 86
NOTE- 385p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Children; Cognitive Ability; Cultural Influences; *Definitions; *Early Childhood Education; *Educational Theories; Emotional Experience; Environment; Heredity; *Ideology; Individual Development; Individualism; Intellectual History; Scientific Research; Social Influences
IDENTIFIERS- Conceptual Analysis; Recapitulation Theory
The cultural nature of the concept of the child in American early childhood education from 1880 to the present was examined. Chapters 1 through 10 consider the following concepts: (1) the child as a theoretical construction in a review of the literature; (2) the exaltation of childhood by Froebel and the American Froebelians; (3) the savage child in works from G. S. Hall to A. L. Gesell; (4) the spiritual child in Montessori's work; (5) the poor child in the philanthropic movement and in the Great Society; (6) the experimental child in the works of Thorndike, Watson, and Skinner; (7) the pragmatic child in Dewey; (8) the psychological child of the psychoanalytic tradition; (9) the cognitive child in J. M. Baldwin, Piaget, and Vygotsky; and (10) the eclectic view of the child and its reflection in early childhood education. It was concluded that the nature of the child has frequently and radically been redefined in the period under consideration. Furthermore, no linear development, continuity, or interrelatedness among or between the major conceptualizations of the child exists. Finally, no dominant consensus on the nature of the child based on a unitary theory exists at the present time. (RH)

ED 281 631 PS 016 488

Varner, Nancy J.
Increasing Environmental Awareness of Young Children through Meaningful Activities.
PUB DATE- Jul 86
NOTE- 70p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Concept Teaching; *Curriculum Development; *Home Study; *Kindergarten Children; *Parent Participation; Primary Education; Puppetry; Small Group Instruction
An environmental awareness program was implemented among kindergarten children with different backgrounds and abilities in order to expand their conceptual knowledge, communication skills, group participation, and self-expression. Participants were children scoring in the low instructional category of the Cooperative Preschool Inventory who also demonstrated little participation or self-expression in classroom activities. Intervention involved introduction of concepts by using puppets; expansion of concepts in game, story, or song; and demonstration of a follow-up home activity. Home follow-up by workshop-trained parents was considered a key element of the intervention. Intervention goals were (1) over 10 months all members of the target group would improve their grasp of concepts, communication skills, and observed behaviors; (2) at 5 months the group would demonstrate 40 percent positive improvement in group participation and self-expression and after 10 months a 75 percent improvement; (3) after 10 months 75 percent of the participating parents would be involved in the program; and (4) after 10 months teachers would indicate whether the program was effective and should be incorporated into the kindergarten program. Findings indicated that all performance standards were attained. Appendices provide related materials, such as the teacher survey of children, samples of home activity cards, and a parent survey. (RH)

ED 281 645 PS 016 511

Bomba, Anne K.; Moran, James D., III
The Relationship of Selected Temperament Characteristics to Creative Potential in Preschool Children.
PUB DATE- 1 Apr 87
NOTE- 19p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Ability; *Creative Thinking; *Creativity; Creativity Research; *Personality; *Preschool Children; Preschool Education
IDENTIFIERS- Behavioral Style Questionnaire; Multidimensional Stimulus Fluency Measure
In this study, the relationship of selected characteristics of temperament and ideational fluency in preschool children was explored. Subjects were 58 children ranging in age from 46 to 72 months, with a sample mean age of 57 months. All subjects were given the Multidimensional Stimulus Fluency Measure (MSFM), a test of ideational fluency. Their parents filled out the Behavioral Style Questionnaire, an assessment of preschool children's temperament. It was hypothesized that temperament characteristics of adaptability, approach, and persistence would be positively correlated with original, creative responses by children on the MSFM, and that distractibility and sensory threshold would be correlated negatively with original responses. Regression analyses revealed that distractibility and adaptability were related to original response scores on the patterns subtest of the MSFM, with a multiple r of .41, ($p < .05$). Personality variables as measured by temperament were related primarily to the ideational fluency task involving tactile manipulation of tangible stimuli and to the typical, or popular, responses of subjects. It is concluded that personality variables measured by the temperament scales are related to the generation of original ideas only within certain contexts. (Author/RH)

ED 281 673 PS 016 585

Huston, Aletha C.; And Others
The Development of Television Viewing Patterns in Early Childhood: A Longitudinal Investigation.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 87
NOTE- 29p.
GRANT- NIMH-MH-39595
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Behavior Change; Longitudinal Studies; Research Methodology; Sex Differences; Television Research; *Television Viewing; *Young Children

A 2-year longitudinal investigation of developing television viewing patterns involved 271 children who were followed from 3 to 5 or 5 to 7 years of age. Viewing was measured from diaries maintained by parents for 1 week in the spring and 1 week in the fall for 2 years. Programs were classified as (1) child informative or educational; (2) cartoons; (3) other child shows; (4) adult informational, including news and sports; (5) comedy; (6) drama; (7) action adventure; and (8) miscellaneous. Programs were also coded for two dimensions reflecting cognitive processing requirements: redundancy of characters and settings, and temporal integration demands. Age changes occurred on four program types. Viewing the child informative programs peaked at ages 3.5 and 4, then declined steadily. Viewing cartoons and general audience comedies increased from age 3 to 5, and leveled off between 5 and 7. Viewing adult informational programs decreased linearly with age. For child audience programs, the cognitive processing requirements of the programs viewed increased with age. Developmental changes were attributed to age changes in cognitive development, media knowledge, independence from adults, and activities away from home. Boys watched more than girls in four program categories: cartoons, adult informational, action adventure, and miscellaneous. (Author/RH)

ED 281 391 FL 016 668

Johnson, Patricia
Testing Skills in Expository Writing through Reading Comprehension.

PUB DATE- 87
NOTE- 9p.; Revised version of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (19th, New York, NY, April 8-14, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cloze Procedure; Cohesion (Written Composition); Correlation; *English (Second Language); Evaluation Criteria; *Expository Writing; Language Proficiency; *Language Tests; Multiple Choice Tests; *Reading Comprehension; *Student Placement; Test Format; Test Items; Test Reliability; Test Use; Test Validity; *Writing Skills

A proficiency examination developed for placing non-native English-speakers in appropriate expository writing courses is described. The instrument is a multiple-choice examination containing items that test specific expository writing skills through reading skills. The rationale for including such items for placement in expository writing courses, sample items, and psychometric information regarding test item validity and reliability are discussed. The use of the test in 1986-87 has resulted in better placement of students in expository writing courses and made it possible for the courses to meet the academic needs of non-native English-speaking students more efficiently. (MSE)

ED 281 419 HE 020 289

Gold, Gerard G.; Charner, Ivan
Higher Education Partnerships: Practices, Policies, and Problems.
Postsecondary Education for a Changing Economy Project.
National Inst. for Work and Learning, Washington, D.C.
REPORT NO.- ISBN-0-86510-052-7

PUB DATE- Apr 86
NOTE- 40p.
GRANT- G008440477
AVAILABLE FROM- National Institute for Work and Learning, 1200 18th Street, N.W., Suite 316, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Change; Community Development; *Cooperative Programs; Economic Change; *Economic Development; Education Work Relationship; *Labor Force Development; Organizational Climate; Organizational Development; *Postsecondary Education; Professional Associations; Professional Continuing Education; *Research Projects; Retraining; *School Business Relationship; Unions
IDENTIFIERS- *Education and the Economy Alliance

Partnerships between postsecondary education institutions and employers, unions, professional associations, and other groups are discussed. The majority of examples are based on projects of the Education and the Economy Alliance, a program supported by the Fund for the Improvement of Postsecondary Education. Partnerships and joint, or collaborative, activities of colleges and these groups often involve research, economic development, and human resource development. Research partnerships may be basic or applied and may lead to new and profitable products. Economic development partnerships frequently concern community development, institutional development, and business development. Human resource development partnerships can be categorized as: entry-level preparation and orientation, technical skill development and maintenance, career transition preparation and skill enhancement, and career completion. The following basic factors involved in collaboration are considered: the organization's mission, the location within an organization of the partnership project, the level of leadership involvement with the project, and the depth of collaboration (i.e., how deeply felt are the values and practices of collaboration). (SW)

ED 281 433 HE 020 337

Volkwein, J. Fredericks
Measuring the Benefits of University Autonomy from State Regulation. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; *Compliance (Legal); *Educational Quality; Financial Support; *Government School Relationship; Graduate Study; Higher Education; *Institutional Autonomy; Selective Colleges; *State Government; *State Universities
IDENTIFIERS- *ASHE Annual Meeting
The relationship between amounts of state regulation and changes over time in faculty quality, student quality, and external funding success among public Ph.D.-granting universities was examined. Attention was also directed to the possibility that: campus flexibility has the greatest benefit for colleges that are poorly funded; or the possibility that adequately funded colleges are best able to take advantage of flexibility. The analysis was based on 1984, 1985, and 1986 studies by Volkwein of 86 public, doctoral-granting universities in 49 states. States were ranked for the degree of regulation, and three types of regulation were assessed: academic, financial, and personal transactions. Changes in the quality of graduate programs were measured by a 5-year improvement rating, while changes in student quality were measured by comparing 1976 and 1985 Barron's ratings of admissions competitiveness. The results suggest that university effectiveness and quality are relatively unaffected by state regulation. Recent changes in regulatory practices for higher education in Colorado, Connecticut, Idaho, Kentucky, Maryland, Massachusetts, New York, Washington, and Wisconsin are briefly described. (SW)

ED 281 475 HE 020 379

Krakower, Jack
The Reliability and Validity of Organizational Climates. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). For the national study discussed in this paper, see HE 020 378.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Environment; *Data Analysis; Higher Education; *Institutional Characteristics; *Norms; *Organizational Climate; Questionnaires; Reliability; School Effectiveness; Statistical Analysis; Teacher Attitudes; Validity
IDENTIFIERS- *Aggregation (Data); *ASHE Annual Meeting
The validity and reliability of aggregating individuals' perceptions of college organizational characteristics to more macro units of analysis were examined. The focus was the extent to which data collected in a national study met the internal consistency criterion for aggregating perceptual data to the institution level. The study assessed key dimensions of institutional performance and effectiveness. Respondents were to take an institutional rather than an individual focus. For 334 participating colleges and universities, responses were obtained from 3,406 administrators, faculty, and trustees. The results argue against aggregating individual perceptions of college conditions. Organizational climate scores derived by averaging individuals' perceptions of conditions do not reflect how individuals in an organization generally perceive, understand, or respond to organizational conditions. The results suggest that employing group means to draw conclusions about organizational conditions may lead to spurious conclusions, and that previous studies in higher education that draw conclusions based on aggregated perceptual data may be seriously flawed. The questionnaire used in the national study is appended. (SW)

ED 281 489 IR 012 605

Rapaport, David
Television Sports Violence: Factors Which Influence the Replay of Violence in Televised Sports.
PUB DATE- May 86
NOTE- 101p.; Master's Thesis, San Francisco State University.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; *Broadcast Television; *Decision Making; Interviews; Literature Reviews; News Reporting; Production Techniques; *Programing (Broadcast); Television Research; *Violence
IDENTIFIERS- *Replays (Video)
Designed to identify the factors that influence the decision to use slow motion replays of violent sequences in televising sporting events, this master's thesis gathered data through a review of the literature of sports programming and personal interviews. Network policy statements, government reports, and public action committee reports were included in the literature studied, and interviews were conducted with both researchers who have studied the field and persons involved in the sports broadcasting industry, including producers and directors, network announcers, professional athletes, local commentators, and sports reporters. A critical perspective is adopted and two models are outlined to show the system under which broadcasters function in making such decisions. It was found that the economic imperatives of the industry conflict with idealistic general policy statements for the appropriate and responsible use of the medium of television, and that broadcasters reject the psychological implications of programming and research into effects of violent television. Several areas for future research are suggested, and a 96-item bibliography of books, journal articles, government publications, newspaper clippings, and unpublished papers is provided. (MES)

ED 281 548 IR 051 892

von Wahlde, Barbara
Retrospective Conversion in ARL Libraries. SPEC Kit 130.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 87
NOTE- 130p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Cataloging; Financial Support; Higher Education; *Library Automation; Library Expenditures; Library Planning; Library Surveys; *Online Catalogs; *Research Libraries; Shared Library Resources; Union Catalogs
IDENTIFIERS- Association of Research Libraries; *Retrospective Conversion (Library Catalogs); *Shelf List Conversion (Library Automation)

Based on information and documents gathered from 103 Association of Research Libraries (ARL) member libraries via an April 1986 ARL Recon Project questionnaire, and supplemented with additional interviews and materials gathered throughout the year, this publication focuses on retrospective conversion projects designed to support the implementation of online catalogs and participation in nationwide databases. A concise summary discusses cooperative national developments and planning, funding, and decision-making considerations. The Recon Project questionnaire, a preliminary analysis of survey results, and a listing of systems used for the retrospective conversion of records in 43 ARL libraries are provided, as well as the following documents: (1) planning documents from the University of Chicago, Virginia Polytechnic Institute, Vanderbilt University, Colorado State University, Cornell University, the University of Iowa, and Rutgers University; (2) descriptions of studies of retrospective conversion from the University of Michigan and Brown University; and (3) the description of a completed shelf list conversion project from Kent State University. A seven-item bibliography, a Systems and Procedures Exchange Center (SPEC) kit order form, and an ARL SPEC kit evaluation form are also included. (KM)

ED 281 576 JC 870 168

Calman, Ruth C.
An Evaluation of Scarborough's Co-Operative Education Program: Internal Evaluation Report No. 3.
Scarborough Board of Education (Ontario).
PUB DATE- Jun 82
NOTE- 451p.; Part of Scarborough's Co-Operative Evaluation and Development of School Systems (CEDSS) project. For a related document, see JC 870 169.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; *Cooperative Programs; *Field Experience Programs; Foreign Countries; *Job Training; *Program Effectiveness; Program Evaluation; Questionnaires; *School Business Relationship; Secondary Education; Vocational Education; Vocational High Schools

As part of Scarborough's (Ontario) Co-operative Evaluation and Development of School Systems (CEDSS) project, an evaluation was conducted of the Board of Education's cooperative education program, which involved in-school instruction with on-the-job experience. The evaluation, which involved surveys of cooperative education students, a control group of students, cooperative education teachers, employers, and parents, focused on the following concerns: (1) students' reasons for taking part in the program and the relationship between these reasons and program goals; (2) teachers' perceptions of program goals; (3) parents' reasons for recommending the program and their perceptions of program goals; (4) program publicity; (5) selection of students; (6) number of credits awarded to students; (7) selection of training station placements; (8) scheduling; (9) schools' supervision and monitoring of students; (10) role of central office staff; (11) communication with employers; (12) communication with parents; (13) influences of parental background on student selection of the cooperative education program; (14) attitudes of program staff; (15) reasons for teachers' and employers' involvement in the program; (16) union attitudes toward the program; and (17) outcomes related to student motivation; student understanding of the world of work; and students', teachers', employers', and parents' perceptions of the program. The study report includes survey instruments and detailed findings. (LAL)

ED 281 659 PS 016 528

Grossmann, Klaus E.
The Relevance of Attachment Theory in Different Cultures.
PUB DATE- 24 Apr 87
NOTE- 19p.; Paper presented at the Symposium, "Quality of Attachment: Culture-Specific or Universal?" of the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Biological Influences; Cross Cultural Studies; *Cultural Context; *Early Experience; *Individual Development; *Research Problems; *Stranger Reactions
This paper focuses on difficulties and possibilities of theory and research on emotional attachment in humans and problems associated with exclusive reliance on the Strange Situation procedure in cross cultural research. After specifying emotional consequences of qualitatively different attachment histories and appropriate ways of assessing their differential adaptiveness, discussion focuses on problematic dimensions of: (1) conceptual issues and biological issues present at birth that are relevant to attachment theory; (2) the Strange Situation as a proper method for assessing quality of attachment within and across cultures; and (3) long-range implications for individuals with different attachment histories in various cultures. In an attached diagram, an attempt is made to facilitate orientation to attachment research, and to indicate the still fuzzy boundaries of the domain. Concluding remarks concern cross-cultural validity, causes of possible failure to find long-range implications, and future possibilities of attachment research. (RH)

ED 281 563 IR 051 915

Weaver, Barbara F.
Vision 2000. Looking Ahead at New Jersey Libraries. A Report to the Commissioner of Education Projecting the Status of Library Service in New Jersey by the Year 2000.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-no.500.53
PUB DATE- Feb 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Blindness; Disabilities; Elementary Secondary Education; Financial Support; Institutional Libraries; *Library Networks; *Library Planning; *Library Services; Public Libraries; School Libraries; Special Libraries; *State Libraries
IDENTIFIERS- *Library Development; *New Jersey
This document examines the various factors that affect library services in New Jersey, projects the status of the statewide system in the year 2000, and examines the implications for action by the State Library and the Department of Education. Listings of members of the State Board of Education and the Division of the State Library Advisory Council are provided, and societal trends affecting libraries and the development of library service in New Jersey to 1985 are described. A section on goals for library service in New Jersey includes a discussion of the present status, future plans, and implications for action for the following five major goal areas: (1) development and maintenance of basic library services, including public libraries, school media centers, academic libraries, institutional libraries, and special libraries; (2) access to library materials and information and the statewide library network; (3) State Library services, including research services, statewide library development, and service to blind and physically handicapped residents; (4) funding; and (5) planning. Finally, assumptions underlying future projections and issues of concern over the next 15 years are summarized, and the status of the five goal areas in the year 2000 is projected. References are also provided. (KM)

ED 281 589 JC 870 206

Student Profile, Fall 1977 to Fall 1986. Historical Profiles Project.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 87
NOTE- 33p.; Prepared by the Management Information Services Division. Tables, pages 29-33, contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Historical Materials (060) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; College Transfer Students; Community Colleges; Degrees (Academic); *Educational Trends; *Enrollment Trends; Ethnic Distribution; Females; Males; Minority Groups; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

The tables and graphs presented in this report reflect changes in community college enrollments in California over the past 10 years (fall 1977 to fall 1986), as they have responded to fluctuations in the state's economy, available state revenues, and community college funding. First, an executive summary highlights the following trends over the 10-year period: (1) female enrollments increased, though male students consistently constituted a majority of full-time community college students; (2) enrollments declined among full-time students taking 12 or more units by 17.2%, while enrollments of students taking fewer than 6 units increased by 6.4%; (3) Black enrollments declined substantially since 1981, though 1986 saw an increase over the previous year in Black students enrolled; (4) enrollment of Hispanics and Asians increased by 43.6% and 86.2%, respectively, while enrollments among Whites and Blacks declined by 3.7% and 26.3%, respectively; (5) there has been a decline in the enrollment of recent high school graduates and other "traditional college age" students; and (6) declines in full-time younger students have resulted in the reduction of community college transfer students to the University of California and the California State University and Colleges. The bulk of the report consists of data tables and analyses focusing on enrollment trends by credit load, gender, age, ethnicity, and student level; transfers; participation rates; and degrees and awards. (AYC)

ED 281 602 JC 870 234

Harper, Jane; Lively, Madeleine
Workshops for Teachers on Developing Oral Proficiency.
Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
PUB DATE- 87
NOTE- 40p.; A paper based on presentations at the National Conference of the American Council on the Teaching of Foreign Languages (Dallas, TX, November 21-23, 1986) and the Regional Conference of the Southwest Conference on Language Teaching (San Antonio, TX, February, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Community Colleges; High Schools; Inservice Teacher Education; Language Proficiency; *Oral Language; Program Descriptions; *Second Language Instruction; *Speech Communication; *Teacher Workshops; *Teaching Methods; Two Year Colleges
The Department of Foreign Languages at Tarrant County (Texas) Junior College (TCJC) places primary instructional emphasis in elementary and intermediate language courses on the development of students' oral communication competence. Noting the differences in the oral proficiency of TCJC students and that of area high school graduates seeking advanced placement into intermediate-level language courses at TCJC, the department decided to initiate a program to encourage high school foreign language faculty to increase their oral emphasis in the classroom. The program began in fall 1983, as a series of advanced-level conversation classes in French and Spanish designed to improve the teachers' own speaking ability. By 1986, the program had been expanded to include six 16-hour workshops focusing on such topics as "Linguistics," "Videotaping," "Conversation Methods and Materials," and "Materials Development." During 1986, 34 teachers of French, German, Latin, Spanish and English for Speakers of Other Languages (ESOL) participated in the workshop program, with most enrolling in several of the courses. The participants gave the program excellent evaluations and requested additional in-service training opportunities. As a result, a series of 10 16-hour workshops is planned for summer, 1987. The 1987 workshops will be supported financially by a grant from Title II of the Education for Economic Security Act, which will fund tuition stipends for 250 workshop enrollees. The bulk of the program description consists of course outlines corresponding to the 1986 workshop series; pre- and post-tests and self-evaluation instruments for workshop participants corresponding to the 10 workshops in the 1987 summer program. (PAA)

ED 281 616 PS 016 466

Kielwasser, Alfred P.; Wolf, Michelle A.
Our Televisions, Our Selves: Some Thoughts on Children and Televised Violence.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the California School Age Consortium School Age and Child Care and Recreation Conference (San Jose, CA, February 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; *Children; *Citizen Participation; *Critical Thinking; *Parent Responsibility; Parent Role; *Television Viewing; *Violence

To understand television in relation to the issue of children and violent programming, three broad areas must be examined: the child, the parent or primary caretaker, and the medium. Concerning the child, parents should not simply negatively restrict their children's viewing, but should view television with their children and critically discuss the content of programs viewed. Concerning the parent or caregiver, adults should understand that what they do makes a difference; children should not be allowed to become uncritical, unquestioning consumers of television programming. Concerning the medium of television, even though television programs are not the sole determinants of behavioral effects--such as aggression--in children, what children watch does make a difference and what parents/caregivers prohibit matters as well. To help children become competent viewers, adults need to assume that what they do with television is as important as what television does with them. They should discourage public acceptance of objectionable programs, write television stations and government officials, change the channel, and confront the networks, local stations, and the Federal Communications Commission. Most importantly, they should watch television with their children, in order to understand how their child understands television and to develop his or her critical viewing skills. Don't simply turn it off. (RH)

ED 281 674 PS 016 599

Hebbeler, Kathleen
An Analysis of the Effectiveness of Head Start and of the Performance of a Low-Income Population in MCPS.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Mar 85
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Youth; Comparative Analysis; *Compensatory Education; *Elementary School Students; Elementary Secondary Education; Ethnic Groups; Family Characteristics; Family Income; *High School Students; Hispanic Americans; *Low Income Groups; Predictor Variables; *Program Effectiveness; Racial Differences; Sex Differences; Student Problems
IDENTIFIERS- Maryland (Montgomery County); *Project Head Start
Examined were (1) the long-term effectiveness of Head Start; and (2) the success of the Montgomery County (Maryland) Public Schools (MCPS) in educating children from low-income families. The first focus of the study compared the performance of Head Start graduates in elementary and secondary schools to that of students who had applied for Head Start but did not attend. The second compared the performance of Head Start graduates with that of other MCPS students. Findings indicated that participation in Head Start had long-term, statistically significant, positive effects for the Head Start students from 1970-71, but most differences were not

statistically significant for students participating in 1974-75 and 1978-79. Factors which predicted outcomes in high school for Head Start graduates included mother's education, family income, sex, ethnicity, and achievement in Grades 3 and 5 as measured by performance on standardized tests. Those in the Head Start sample still experienced a large number of problems as they proceeded through elementary and secondary school. Data suggest that the situation for Head Start participants has not substantially improved over time. Family income level appeared to be at least partly responsible for some of the performance differences between racial/ethnic groups in MCPS. Several groups of students, which included males in general, and Black and Hispanic males and Black females in particular, experienced a disproportionate number of problems. Related materials are appended. (RH)

ED 281 687 RC 016 194

Morse, Susan C.
Scholarships and Financial Assistance: A Directory for Migrant High School Students and Counselors.
Interstate Migrant Secondary Team Project, San Diego, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Migrant Education.; San Diego County Dept. of Education, Calif.
PUB DATE- Feb 87
NOTE- 47p.; Pages 43-47 contain small print.
AVAILABLE FROM- Interstate Migrant Secondary Team Project, 2802 Juan Street, Suite 28, San Diego, CA 92110 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; College Choice; Educational Opportunities; Eligibility; *Financial Aid Applicants; Grants; *Higher Education; High Schools; *High School Students; Migrant Education; Migrant Programs; *Migrant Youth; *Scholarship Funds; Student Costs; *Student Financial Aid; Student Loan Programs; Student Needs
A directory of 87 scholarships and financial assistance programs available to migrant high school students provides general information about the programs and gives contacts for applications. An introduction discusses types of financial assistance, how to apply for financial aid, college costs, and exemples of scholarships awarded to migrant students in Arizona. The directory lists assistance programs by subject of award or recipient--migrant, ethnic, disadvantaged, minorities in specific fields of study--and by source--federal, federal assistance in health-related fields, and private college/universities. It also provides addresses of United States Department of Education regional offices and state educational agencies. Entries describing assistance programs typically include address, purpose, eligibility, financial data, deadlines, and duration. A discussion of financial assistance at private colleges/universities gives reasons why migrant students might consider these institutions, lists 14 private universities and the 8 Ivy League schools, and provides a form outlining a sample financial aid award from Yale University. (LFL)

ED 281 700 RC 016 213

Economic and Fiscal Conditions in Rural America. Hearings before the Committee on the Budget. House of Representatives, Ninety-Ninth Congress, Second Session (Helena, Montana and Worthington, Minnesota, March 14, 1986).
Congress of the U.S., Washington, D.C. House Committee on the Budget.
PUB DATE- 86
NOTE- 165p.; Serial No. 99-13. Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agriculture; Banking; *Budgeting; Economic Factors; Elementary Secondary Education; *Farmers; *Federal Aid; Federal Legislation; Federal Programs; Hearings; Loan Repayment; Local Government; Needs Assessment; Resource Allocation; *Retrenchment; Revenue Sharing; Rural Areas; *Rural Economics; Rural Farm Residents; Utilities
IDENTIFIERS- Congress 99th; Economic Impact; Federal State Program Congruity; *Minnesota; *Montana

In the seventh of a series of field hearings held in different regions of the country, the House Committee on the Budget met in Helena, Montana, and Worthington, Minnesota, on March 14, 1986, to hear comments from a broad range of witnesses on the 1987 federal budget. At the Helena meeting statements were made by Montana Governor Ted Schwinden, by the state superintendent of schools, representatives of local government associations, state and local elected officials, and a power company manager. Topics included the importance of federal revenue with regard to Montana's education, agriculture, power and industrial growth, and highways. The focus of the Minnesota meeting was the economic condition of agriculture and the impact of the budget proposals on rural America. Statements were made by bankers, a county extension agent, an agricultural economist, and the state agriculture commissioner. Information was provided concerning the impact on farmers of federal agriculture policy and legislation. Specific topics included loan foreclosures, interest rates, bank closings, and the hardships faced by farm families. This document includes the transcript of the meetings, prepared statements, and additional information submitted for the record. (JHZ)

ED 281 713 SE 047 830

The Impact of Defense Spending on Nondefense Engineering Labor Markets. A Report to the National Academy of Engineering.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
SPONS. AGENCY- National Academy of Engineering, Washington, D.C.
PUB DATE- 86
NOTE- 94p.
AVAILABLE FROM- Office of Administration and Finance, National Academy of Engineering, 2101 Constitution Ave., NW, Washington, DC 20418 (No charge).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Employment Patterns; Employment Statistics; *Engineering Education; Engineering Technology; *Engineers; Graduate Study; Higher Education; Job Training; *National Defense; National Security; *School Business Relationship; Science Education; Scientific Personnel; Universities
IDENTIFIERS- *Defense Expenditures

Engineers and technologists are generally thought to be critical to various aspects of our society, including national security, economic competitiveness, and the general welfare. This report asks questions and provides some answers about how employment of engineers in defense industries and laboratories affects employment in civilian industries and laboratories. The document contains: (1) an historical overview (including notes about significant events and policy initiatives); (2) an assessment of the current situation (providing an overview of the defense buildup, the market for engineers, and defense employment); (3) an identification of potential mechanisms that could be used in preparing for the future (including discussions on methods for anticipating supply and demand); and (4) a set of conclusions with suggestions of areas that need further study. A bibliography is included, along with extensive appendices which provide a set of papers commissioned for this study, related tables, and views of school placement officers. The commissioned papers include the following: (1) "Scientific and Engineering Personnel: Lessons and Policy Directions," by Eli Ginzberg; (2) "Modeling the Supply of Scientists and Engineers: An Assessment of the DauffenBach-Fiorito Work," by Michael S. McPherson; and (3) "What Can Demand and Manpower Requirements Models Tell Us about the Impact of Defense Spending on the Labor Market for Scientists and Engineers?" by W. Lee Hansen. Views of placement officers are expressed in a summary of a college relations discussion group meeting and in a paper by Robert K. Weatherall: "Defense and Nondefense Employment: The View from Engineering School Placement Offices." (TW)

ED 281 330 EC 192 424

Torello, Michael W.
The Measurement of Brain Electrical Activity and Its Significance to the Educator.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Diagnosis; Diagnostic Tests; *Dyslexia; *Electroencephalography; Handicap Identification; *Learning Disabilities; Medical Evaluation; Neurological Organization
The article discusses the measurement of brain electrical activity and, in particular, the examination of electroencephalographic (EEG) data, as providing useful information in the diagnosis of dyslexia and other learning disabilities. Topographic imaging of EEG (TIE) is described as a procedure which provides functional data at comparatively low cost without invasive procedures or radiation exposure, and is considered potentially useful as a practical diagnostic tool. (JW)

ED 281 345 EC 192 442

Vinton, Dennis A.; Zachmeyer, Richard F.
Development and Implementation of a Model Training Program to Assist Special Educators, Parks and Resource Management Personnel and Parents to Cooperatively Plan and Conduct Outdoor/Environmental Education Programs for Handicapped Children and Youth. Final Report.
Kentucky Univ., Lexington. Center for Professional Development.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 86
NOTE- 193p.; Some of appendixes present legibility problems; narrow left hand margins or the use of colored paper or faint print.
GRANT- G008301695
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Educational Cooperation; *Environmental Education; Inservice Education; Institutes (Training Programs); Interdisciplinary Approach; Models; *Outdoor Education; *Parent Participation; *Parks; Program Development; Program Implementation; *Special Education Teachers; *Workshops
IDENTIFIERS- United States (Southeast)

This final report presents a description of a 3-year project to develop and implement a model training program (for special education personnel, park and resource management personnel, and parents of disabled children) designed to promote outdoor environmental education for disabled children. The project conducted 22 training workshops (2-5 days) in which a total of 906 persons in 13 Southeastern states participated. Inservice training programs served an additional 300 persons. Among project recommendations were the need for increased federal funding to support the planning, implementation, and operation of outdoor education for handicapped persons; the need for increased learning experiences through use of the outdoor environment; and the need for cooperation and coordination among federal, state, and local agencies. Appendices (the major portion of the document) present information on: a systems model for outdoor education program design and development; identified competencies for educators, parents, and park personnel; workshop implementation schedules; workshop participants; regional divisions of model training sites; model site selection criteria; topics covered by the model sites training program; supplemental activities; project brochures; and evaluation instruments. (CB)

ED 281 360 FL 016 633

Brutten, Sheila R.; And Others
Identifying Discrepant Item Response Patterns (Item Bias) in a Measure of ESL Subjects' Control of the (D) and (Z) Morphemes.
PUB DATE- 87
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Speech); *Chinese; Comparative Analysis; Correlation; Difficulty Level; *English (Second Language); *Item Analysis; Morphemes; *Morphophonemics; Phonology; Pronunciation; Second Language Learning; *Spanish Speaking; Statistical Analysis; Test Bias; *Test Items; Uncommonly Taught Languages
In a study of the detection of test item bias, Chinese speakers and Spanish speakers were administered a measure of pronunciation accuracy for the (d) and (z) morphemes. Six indices were calculated for each item: item difficulty, point biserial correlation coefficient, item variance, chi-square, Rasch logit of difficulty, and the average standardized difference between the expected probability of a correct response and the observed item response. Twelve different items were flagged as biased by one or more indices. Five items were flagged for both language samples. The classical item indices, item difficulty and the point biserial correlation coefficient, flagged more items than the remaining indices combined. This finding can be explained by the fact that

both samples exhibited similar levels of performance on the pronunciation task. Analyses of variance indicated a significant effect for the choice of allomorph and the stem final place of articulation for the conditioning of the allomorphs. (Author/MSE)

ED 281 375 FL 016 652

Snyder, Barbara
Five Board Games for the Language Classroom: Uvas, Montana Rusa, El Futbol, La Corrida de Verbos, Paso a Paso.
American Council on the Teaching of Foreign Languages, Hastings-on-Hudson, N.Y.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Awareness; *Cultural Education; Drills (Practice); *Games; *Grammar; Second Language Instruction; *Spanish; *Verbs; *Vocabulary Development
A collection of five board games for the Spanish language classroom contains gameboards, game markers, and directions for each game. It also contains general instructions for the teacher about the classroom use of board games. The games include: "Uvas," for use in vocabulary development and cultural awareness; "Montana Rusa," for general question-and-answer practice, verb drill, and grammar practice; "El Futbol," for vocabulary development and verb drill; "La Corrida de Verbos," for practicing the differences between two categories of verbs; and "Paso a Paso," for drilling verb types. (MSE)

ED 281 505 IR 012 622

Kingsbury, Douglas Lee
Computer-Generated, Three-Dimensional Character Animation: A Report and Analysis.
PUB DATE- 85
NOTE- 93p.; Master's Thesis, Ohio State University. Illustrations may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Animation; *Characterization; *Computer Graphics; *Production Techniques; *Three Dimensional Aids
IDENTIFIERS- Data Management; Ohio State Univ Computer Graphics Research Group

This master's thesis details the experience gathered in the production "Snoot and Muttly," a short character animation with 3-D computer generated images, and provides an analysis of the computer-generated 3-D character animation system capabilities. Descriptions are provided of the animation environment at the Ohio State University Computer Graphics Research Group, where the production was designed, and the making of "Snoot and Muttly," including the story, design of characters and environment, the storyboard, the animation process, image calculation and storage, and video production. Discussion of animation techniques and functions in the field of computer graphics includes analyses of motion control methods, character structure, and modeling schemes found in current animation systems. A bookkeeping system is proposed to manage the large amount of data involved in the production of character animation, and specifications for a number of animation system functions of particular value to the character animator are examined. Information on the practical aspects of character animation is presented for software developers, and animators are encouraged to participate in the animation system design process. The text is illustrated with 7 figures, 21 references are listed, and appendices contain sample storyboard sketches, business sketches, plans for data control points, and movement paths. (MES)

ED 281 534 IR 051 876

Status of Librarians. SPEC Kit 3b.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 73
NOTE- 99p.; For update of this SPEC Kit, see ED 214 539. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Academic Rank (Professional); *Employment Level; Employment Patterns; Evaluation Criteria; *Group Status; Higher Education; *Librarians; Policy; Professional Recognition; *Promotion (Occupational); *Research Libraries; Tenure
IDENTIFIERS- Faculty Status

This set of materials on the employment status of librarians in research libraries was assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL). Representative examples of library faculty by-laws are provided from the University of Minnesota, the University of Cincinnati, Michigan State University, and Purdue University. Committee reports on the status of librarians include: (1) "Faculty Status for Professional Librarians" (University of Connecticut); (2) "Ranking Structure for Duke University Librarians" and "Committee on Appointment and Promotion" (Duke University); and (3) "Report of the Committee on Performance Evaluation, Promotion, and Tenure" (University of Florida). (KM)

ED 281 392 FL 016 669

Huffman, Donald T.
Soap Operas and Captioning in the EFL Class.
PUB DATE- Nov 86
NOTE- 10p.; Paper presented at the International Conference on Language Teaching and Learning of the Japanese Association of Language Teachers (Seirei Gakuen, Hamamatsu, Japan, November 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Language; *Captions; Class Activities; Classroom Techniques; *Commercial Television; Cultural Education; Discussion (Teaching Technique); *Drama; *English (Second Language); Instructional Materials; *Listening Comprehension; Role Playing; Second Language Instruction; *Speech Skills; Videotape Recordings
IDENTIFIERS- *Soap Operas

A teacher describes the use of closed-caption decoding of television melodramas to teach English as a second language (ESL). The approach uses evening soap operas that afford a range of English usage and accents, realistic dialogue, entertainment, and coverage of current social issues and are closed-captioned for the hearing-impaired. The programs are required viewing for the students, who are also encouraged to take notes and ask American viewers about program portions they do not understand. The programs are recorded, and with the help of two remote-controlled videocassette recorders, tests, exercises, and quizzes are constructed by interspersing television scenes with other materials. Students are also required to discuss the programs in class and with their American counterparts. Other class activities such as contests, role-playing, and mock interviews are used to increase student language usage and add variety to classroom interaction. (MSE)

ED 281 420 HE 020 290

Escala, Miguel J.
The Planning of Latin American Universities: In Search of Its Future.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Seminar for Brazilian Pro-Rectors for Administration sponsored by Partners of the Americans (2nd, University Park, PA, April 6-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Developing Nations; *Economic Climate; Federal Aid; Foreign Countries; *Government School Relationship; Higher Education; *Political Influences; Universities
IDENTIFIERS- *Latin America

College planning in Latin America is discussed, with attention to underdevelopment, political instability, and the economic crisis of the 1980s. Alternative planning approaches used in U.S. higher education institutions are considered. Latin America refers to 18 Spanish-speaking republics of the Western Hemisphere, along with Brazil and Haiti. The autonomy of universities is addressed, along with the fact that higher education is basically supported by public funds. Most Latin American public institutions have either no tuition or a symbolic fee, and 25% of private universities are partially supported by the government. Trends that concern higher education are: population growth and unemployment, efforts to reduce national deficits, inflation, readjustment of the exchange rate, and dependency on government funds. Two planning tasks are identified for Latin American universities: institutional development and creation of a coordinated national plan. The following planning approaches are discussed: Ackoff's planning typology, Keller's academic strategy, and three models of strategic management described by Ellen Chaffee. A five-page reference list is provided. (SW)

ED 281 434 HE 020 338

Muir, William R.
The Structure of the Academic Dogma: Ancient History Is Not Just Academic. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987). Light type may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Interprofessional Relationship; Organizational Theories; Peer Influence; *Socialization; *Social Theories; *Teacher Attitudes; Teacher Behavior; *Teaching (Occupation)
IDENTIFIERS- *ASHE Annual Meeting
The influence of the academic culture that academics learn from mentors and senior colleagues is considered, with attention to the socialization process, social learning theory, and the psychology of awareness. The nature of deliberation and decision-making in a typical college or university and the issue of whether the university operates on a rational basis are addressed. The academic culture contains a number of implicit rules that will govern the academic's perception of what is appropriate behavior in an academic setting (academic dogma or theory-in-use). The academic may be unaware of the influence of the culture on his or her behavior. The culture also contains explicitly stated rules open to conscious scrutiny (academic rhetoric or espoused theory), which may or may not coincide with the implicit rules that actually affect behavior. It is suggested that it is an oversimplification to describe the university as a rationally operated institution. Its functional policies have a tendency to be unarticulated and inconsistent, and to be masked by a facade of rhetoric. Much of this conflict arises from the different historical roots of the various elements of the academic dogma. (SW)

ED 281 448 HE 020 352

Hobbs, Walter C.
"In Loco Parentis" Revisited and Commercial Speech on Campus. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); Court Litigation; *Freedom of Speech; Higher Education; Injuries; *Legal Responsibility; School Responsibility; *School Safety; *Student College Relationship
IDENTIFIERS- *ASHE Annual Meeting; *In Loco Parentis

The applicability of "in loco parentis" and the issue of commercial speech (e.g. sales pitches and advertising) on campus are discussed. While in previous years the principle of in loco parentis allowed colleges to dicate the behavior of its students, colleges must now take reasonable steps to guarantee the physical safety of students. This doctrine was weakened by the arrival on campus of veterans and by the lowering of the age of majority to 18. In loco parentis is still legally viable at any college that elects to stand in the place of a parent whose minor child matriculates there. At more mainstream schools, plaintiffs are using this doctrine to try to hold the college liable for injuries they have suffered. The issue of commercial speech on campus also centers on responsibility of the college to protect students. The focus here is the public sector and the protections cited in the First Amendment, including those that guarantee free speech. It is emphasized that commercial speech is protected on campus as well as off. Limits by colleges must clearly serve the legitimate educational interests of preventing disruption, protecting the safety and security of dormitory students, and protecting students from commercial exploitation. Specific court cases are cited as illustration. (SW)

ED 281 462 HE 020 366

Davis, James E.; Nettles, Michael T.
Academic Progression of Students at Public and Private Historically Black Colleges. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *College Credits; *College Students; Higher Education; Predictor Variables; *Private Colleges; *Public Colleges; *Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting

Personal and academic characteristics of students at public and private historically black colleges were compared, and predictors of academic progression of these students were identified. Progression for individual students was defined as the average number of credit hours completed per semester. Compared to private college students, students at public black colleges were more likely to be married and work while attending college, and were more likely to receive scholarships and grants. Black private college students were more likely than black public college students to have degree aspirations beyond the baccalaureate degree and to come from families with higher socioeconomic status (SES). In both sectors, students who progressed faster were younger and had higher grade point averages (GPAs). While high school GPA, student satisfaction, and academic integration were significantly related to academic progression at black public but not private colleges, SES of students was related to progression at private black colleges but not at public black colleges. Since the regression model predicted progression better at public than private colleges, future research should include additional background and academic factors. (SW)

ED 281 490 IR 012 606

Baker, Patti R.; Belland, John C.
Developing Spatial Skills with ExperLOGO on the MacIntosh.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Great Lakes Conference of the Educational Computer Consortium of Ohio (Cleveland, OH, May 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Graphics; Computer Software; Elementary Education; *Females; Microcomputers; Skill Development; *Spatial Ability; Three Dimensional Aids; Visualization
IDENTIFIERS- *Apple Macintosh; ExperLOGO; *LOGO Programing Language
Arguing that females need instruction in visuo-spatial skills before adolescence, when they begin to lag behind males in the development of these skills that are so strongly correlated with success in technical careers, this paper discusses the use of the three-dimensional and spherical graphics of ExperLOGO to develop spatial skills in students and teachers, and suggests how these activities can complement the curriculum. Topics discussed include recognizing the problem and some solutions to it, both of which are considered in the context of the literature, and the nature of appropriate activities for teaching visuo-spatial skills, including criteria that should be considered in selecting and developing such activities. It is concluded that new computer technologies and software such as ExperLOGO provide unique opportunities not only for the modeling and training of visuo-spatial skills, but also for the investigation of visually mediated learning and the development of visuo-spatial aptitude. A 27-item bibliography of pertinent literature and illustrations of the rotation of a two dimensional object on three axes are included. (MES)

ED 281 520 IR 012 641

Sharma, Motilal
Issues in Distance Education. Resource Paper.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Regional Seminar on Distance Education (Bangkok, Thailand, November 26-December 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Development; Disadvantaged; *Distance Education; *Educational Development; Educational Needs; *Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; Labor Force Development; Nonformal Education; Postsecondary Education; *Telecommunications
IDENTIFIERS- *Asia; Asian Development Bank; *Pacific Region; World Bank
The role of education in development is discussed in this paper as one of a number of issues in education in developing countries, including recent changes in population and technology that render traditional methods of imparting instruction inadequate. The concept of distance education is presented with reference to specific applications in Asia and the Pacific, and involvement of the World Bank and of the Asian Development Bank in distance education are briefly described. Areas recommended for consideration by participants in the regional seminar on distance education at which this paper was presented are summarized as follows: (1) the future role of distance education in human resource development; (2) strategies for implementing this role in relation to overall socioeconomic goals of countries; (3) new models involving modern communication technologies for ensuring the success of strategies suggested; (4) strategies for ensuring quality of distance education programs while enlarging their scope to cover the disadvantaged groups of society; (5) appropriate methods of ensuring academic status to distance education while retaining its flexibility and relevance to techno-economic realities; (6) internal efficiency and external relevance of distance education; and (7) international cooperation and assistance in promoting distance education. (MES)

ED 281 632 PS 016 490

Frost, Joe L.
Child Development and Playgrounds.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Children; *Design Requirements; History; *Play; *Playgrounds; Safety
IDENTIFIERS- *Adventure Playgrounds
Four major issues are explored in this study of child development research and its implications for children's playgrounds: (1) theories and philosophies of play; (2) the historical evolution of playgrounds; (3) research on child development, play, and playgrounds; and (4) creating playgrounds that meet children's developmental needs. Discussion of the first issue surveys early views of play, including the outdoor gymnasiums of the late 1800's; more recent views based on emotional, cognitive, social, and perceptual-motor theory and research; processes of play; and developmental benefits of play. Discussion of the second issue describes traditional, creative, and (extensively) European adventure playgrounds, and points out that the adventure playground is consistent with the philosophies of many noted philosopher-educators, including Dewey and Piaget, and has a record of success in Europe. Exploration of the third and fourth issues begins by pointing out that a striking contrast exists between developmentally appropriate playgrounds and typical American elementary school playgrounds. Research suggests that developmentally appropriate play environments should include materials, equipment, space, and activities to enhance all forms of play, and contain complex superstructures and simple moveable materials to be used in combination. Additionally, to counter conditions of modern, urban, technological society, play environments should include nature areas and provide tools children can use to care for the total play environment. (RH)

ED 281 646 PS 016 512

50+ Activities for Early Childhood Essential Elements. Volume I.
Education Service Center Region 6, Huntsville, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 85
NOTE- 145p.; Developed and written by Early Childhood Activities Development Committee. For Volume II, see PS 016 513; for companion document, see PS 016 514.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; *Communication Skills; Early Childhood Education; *Elementary School Students; *Learning Activities; Learning Experience; *Motor Development; *Preschool Children; Psychomotor Skills
IDENTIFIERS- Thinking Skills

Written as a companion resource to "Early Childhood Essential Elements," a document developed by the Education Service Center, Region VI, Huntsville, Texas, this first volume of a two-volume activity guide provides activities enhancing children's cognitive, communication, and motor skills. Activities included in the guide are compiled from a variety of sources, represent many levels of difficulty, require an assortment of materials, and employ several different approaches. While the level of difficulty is not coded, activities usually can be modified or expanded to present challenges at different levels. Each section contains a list of readily available or easy to make materials. While behavioral, developmental, interactional, and problem solving approaches are appropriate for specific activities, many activities in the guide are best presented behaviorally. The format of each activity provides title, statement of purpose, list of materials, description of activity, indication of time required, list of related skills/developmental area, suggested instructional strategies, activity evaluation guidelines, and helpful hints for implementation. At least 50 activities are provided for each developmental domain. (RH)

ED 281 331 EC 192 425

Whalen, Carol K.
High Risk, but Also High Potential: The Plight and the Promise of Children with Attention Deficit Disorders.
PUB DATE- Jan 87
NOTE- 9p.; Paper presented at the National Conference on Learning Disabilities (Bethesda, MD January 12-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Attention Deficit Disorders; *Clinical Diagnosis; Educational Diagnosis; Elementary Secondary Education; *High Risk Persons; *Hyperactivity; Individualized Programs; *Intervention; Preschool Education

In a discussion of children with attention deficit disorders (ADD), a nutritional metaphor is applied to make the following four observations: (1) hyperactivity requires multiple interventions; (2) treatment must be individualized; (3) management of ADD is a lifelong endeavor; and (4) evaluation must be multidimensional. Children with ADD are multiproblem children who need multimodal treatments. Studying the interactions between the child and the environment is important, since both the child and the environment can be targets for change. Longitudinal research is needed to examine the differences among hyperactive children who seem to "outgrow" their problems, those who continue to have mild difficulties, and those who have more serious longterm adjustment problems. Children with ADD do have high potential to become fully functional and productive individuals. (JW)

ED 281 376 FL 016 653

Grade 9 French Language Arts. Student Achievement Testing Program. 1985-86 School Year = Francais 9e Annee. Programme de Tests de rendement. Annee scolaire 1985-86.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- Sep 85
NOTE- 73p.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Essay Tests; Foreign Countries; *French; Grade 9; Language Skills; *Language Tests; *Reading Skills; Reading Tests; Scoring; Secondary Education; Second Language Programs; Test Construction; Test Items; *Test Use; Writing (Composition); Writing Skills
IDENTIFIERS- Alberta

A bulletin for teachers and students provides specific information about the design, construction, and scoring of Alberta's Grade 9 French Language Arts Achievement Test that was administered in June 1986. An introductory section describes the purpose, nature, and administration of the achievement testing program in general, the students tested, program exemptions, reporting of results, and the testing of the population receiving instruction in French. The second section contains two parts, each describing a segment of the Grade 9 French Language Arts test. The part on the composition segment, a narrative writing assignment, outlines the testing objectives and principles, scoring procedures, and test design, and provides a sample composition assignment and scoring guidelines. The part on the reading segment, a multiple-choice comprehension test, outlines the testing objectives and principles and the test design, and provides an explanation of the cognitive levels addressed, sample reading selections and questions, and test item descriptions. The bulletin is provided in English and French versions. (MSE)

ED 281 406 HE 020 053

Hanford, George H.
Testimony before the National Governor's Association Task Force on College Quality (Washington, D.C., February 22, 1986).
PUB DATE- 22 Feb 86
NOTE- 12p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Aptitude Tests; College Entrance Examinations; College Students; *Educational Assessment; *Educational Quality; Higher Education; *Knowledge Level; Outcomes of Education; *Student Evaluation; Student Placement
IDENTIFIERS- *AAHE Assessment Forum

Assessment of undergraduate student learning is discussed by a representative of the College Entrance Examination Board in testimony to the National Governors' Association. Governors are advised to avoid externally-mandated assessment requirements on colleges, since there is no single instrument available to effectively assess academic achievement across all colleges. Most current assessment instruments are designed to determine what individual students have learned. Assessment comes from four sources (the professor, department, college, or an external agency). Assessment is often administered at college entry, midway through college, and at graduation. The College Board offers a number of assessment instruments that assist colleges in the placement of entering students. Two assessment tools developed jointly with the Educational Testing Service focus on an individual student's ability level and provide information to assist in the instructional process. For rising juniors or transfer students, the assessment instruments focus more on general education and subject matter knowledge. Student performance on admissions tests should not be used to evaluate the quality of high school or undergraduate programs. (SW)

ED 281 476 HE 020 380

Cross, Dolores E.
A Program Evaluation of the New York State Tuition Assistance Program. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). Some statistical tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adult Students; *College Students; Enrollment Trends; Family Income; Financial Needs; Higher Education; Low Income Groups; Nontraditional Students; Program Evaluation; *State Aid; Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *ASHE Annual Meeting; New York; *Tuition Assistance Program NY

An evaluation of New York State's Tuition Assistance Program (TAP), a need-based grant program, is presented. A program overview covers goals, eligibility criteria, information on award amounts, and the legislative authority. Attention is directed to (1) the degree to which TAP helps low-income and middle-income students cover tuition costs and (2) whether the TAP program has met the goal of access during 1980-1985. Of concern are: changes in the numbers of TAP recipients in relation to enrollment trends, changes in the income levels of TAP recipients and their relationship to income trends in New York State, and changes in the relationship between TAP assistance and educational costs. The number of TAP undergraduate recipients and TAP first-time freshman recipients increased between 1980 and 1985. While the TAP program appeared effective in providing postsecondary educational access, particularly for the lowest-income students, the issues of choice and retention were less fully addressed through tuition assistance. Services that were identified as needing expansion to serve the increasing numbers of older and nontraditional students included counseling, day care, and outreach and information services. (SW)

ED 281 549 IR 051 893

Hochstetler, Donald, Comp.; And Others
Annotated Bibliography on Managerial Competencies.
Indiana Univ., Bloomington. School of Library and Information Science.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Jan 86
NOTE- 111p.; For a related report, see ED 277 372.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Evaluation; *Administrator Qualifications; *Administrators; Annotated Bibliographies; *Competence; Faculty Evaluation; Job Analysis; *Job Performance; Librarians; Library Administration; Research Methodology
IDENTIFIERS- *Management Skills

Compiled as part of a study of the managerial competencies of research librarians, this annotated bibliography includes sources that relate to the knowledges, skills, and attitudes of managerial personnel, with implications for research librarians. Sources pertaining to competency research methodology are also included. The bibliography is arranged in three sections, according to the relevance of the sources to the study: the first section contains 42 references judged to be of the greatest relevance; the second section lists 25 references that were also considered relevant; and the third section includes 10 references that might also be of interest. A detailed summary is provided for each source. (KM)

ED 281 564 IR 051 916

Burton, Hilary D.
Bibliographic Post-Processing with the TIS Intelligent Gateway: Analytical and Communication Capabilities.
California Univ., Livermore. Lawrence Livermore Lab.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- UCID-20529
PUB DATE- Sep 85
NOTE- 93p.; For a related report, see IR 051 918. Report contains small type.
CONTRACT- W-7405-Eng-48
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Bibliometrics; *Citations (References); Indexing; *Information Processing; Information Services; *Information Systems; Online Systems; *Statistical Distributions; *Trend Analysis
IDENTIFIERS- Bibliographic Data Bases; Gateway Systems; *Technology Information System
TIS (Technology Information System) is an intelligent gateway system capable of performing quantitative evaluation and analysis of bibliographic citations using a set of Process functions. Originally developed by Lawrence Livermore National Laboratory (LLNL) to analyze information retrieved from three major federal databases, DOE/RECON, NASA/RECON, and DOD/DROLS, the Process functions can now accommodate data from three major commercial services: DIALOG, ORBIT, and the Bibliographic Retrieval Service (BRS). Once results of a standard host-service search have been downloaded and translated into a common internal processing format, it is possible to use the Process programs to generate any of the following results: (1) cross-correlation between or within data elements; (2) statistical distribution of data elements; (3) frequency of occurrence of terms within a data element; (4) indexes or concordances to data elements; (5) bar charts of keyword, author, or volume distributions over time; and (6) trend analysis to present changes over time in elements such as vocabulary, authorship, or total volume, for entire files or subsets. Five examples using a sample set of 51 citations retrieved from 5 commercial and federal online search systems illustrate the post-processing capabilities of the Process program. Explanatory text preceding each example describes its origin, how it was produced, and how it might be used in analytical efforts. (KM)

ED 281 577 JC 870 169

Calman, Ruth C.
An Evaluation of Scarborough's Co-Operative Education Program: Addendum to Internal Evaluation Report No. 3.
Scarborough Board of Education (Ontario).
PUB DATE- Feb 84
NOTE- 128p.; Part of Scarborough's Co-Operative Evaluation and Development of School Systems (CEDSS) project. For a related document, see JC 870 168.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; Cooperative Programs; *Education Work Relationship; Employer Attitudes; Field Experience Programs; Followup Studies; Foreign Countries; Graduate Surveys; *Job Training; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Improvement; Questionnaires; School Business Relationship; Secondary Education; Student Attitudes; Teacher Attitudes; Vocational High Schools
As a follow-up to a 1981-82 formative evaluation of Scarborough's (Ontario) cooperative education program, an outcomes-oriented study of the program was conducted in 1983. The study, which involved surveys of cooperative education and control group students, employers, teachers, and parents, focused on program outcomes related to student attitudes toward school and attendance; student understanding of the world of work; and students', teachers', employers', and parents' perceptions of outcomes. Study findings included the following: (1) cooperative education students and control group students both had moderately positive attitudes toward school; (2) cooperative education students were absent from school more often than control group students; (3) there were no significant differences between the two groups with respect to students' understanding of employers' expectations in the world of work; (4) most students felt their program goals were being realized; (5) teachers perceived the program to have been very helpful for students; and (6) 97% of employers felt the program had helped students understand the world of work and 65% to 75% indicated that the program had helped their organization to become acquainted with a possible source of future employees. The survey instruments and detailed findings are included in the study report. (LAL)

ED 281 660 PS 016 529

Maccoby, Eleanor E.
Person Constancy within Developmental Change.
PUB DATE- Apr 87

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Cognitive Ability; *Concept Formation; *Individual Characteristics; *Individual Development; *Personality; Physical Activity Level; Preschool Children; *Research Problems; Theories
IDENTIFIERS- Identity Formation; Prototypes; *Stability (Personal)
Using findings on the unstability of previously stable physical activity levels of young children as a kind of case study to aid thought about the trait-dimensional approach to developmental continuity and discontinuity, this discussion explores the applicability of a dual theory of concept formation to the problem of personal stability and change. The dual theory of concept formation posits two entities: core categorical identity attributes and personality prototypes. Prototypes, such as "masculinity" and "femininity," are construed as fuzzy sets made up of bundles of attributes, no one of which is either necessary or sufficient for classifying an instance as belonging to a particular category. Categorical identity attributes are viewed as more fundamental, binary distinctions, such as "male" and "female." Application of prototype theory to personality theory and to the issue of continuity in personal characteristics led to the judgment that prototype theory, unsupplemented, is useful but inadequate. It is argued that core categorical concepts, rather than prototypes, operate to define individual identity in many respects, especially for those aspects of identity that derive from group membership. It is concluded that: (1) core identity is constant over time; (2) personality prototypes to which individuals are assigned have a basis in the realities of their behavior; and (3) circular processes between familiar partners are central to the development of stable personal characteristics. (RH)

ED 281 361 FL 016 638

Betancourt, Francisco; Phinney, Marianne
Sources of Writing Block in Bilingual Writers.
PUB DATE- 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; College Freshmen; *College Students; Comparative Analysis; *English (Second Language); Graduate Students; Higher Education; Majors (Students); Puerto Ricans; Spanish; *Spanish Speaking; Student Experience; Surveys; Teaching Methods; *Writing Apprehension; Writing Instruction; Writing Processes

This study examines writing apprehension in bilinguals, a common problem among Puerto Rican college students who take composition courses in both their native Spanish and English as a second language. A questionnaire designed to determine the sources of apprehension was administered to three student groups: graduate students of English, freshman English composition students, and freshman Spanish composition students. Results indicate that the sources of writing apprehension vary according to the language used and the student's writing experience. The causes of the differences appear to stem from traditional teaching methods and the student's past experiences with writing. The process-oriented approach to writing instruction, with less emphasis on static rules and sentence-level stylistics, would help to reduce the anxiety caused by premature editing and attitude in undergraduates. Graduate student responses suggest that apprehension decreases with experience and maturity. (Included are five pages of references, the questionnaire, and data tables.) (MSE)

ED 281 506 IR 012 624

McKee, Richard Lee
Curriculum Design of Computer Graphics Programs: A Survey of Art/Design Programs at the University Level.
PUB DATE- 86
NOTE- 83p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Art Education; *Computer Graphics; Course Content; *Curriculum Design; *Curriculum Development; Degree Requirements; Developed Nations; Educational Philosophy; Faculty; Foreign Countries; Higher Education; *Interdisciplinary Approach; Program Descriptions; Questionnaires; School Surveys
IDENTIFIERS- England; New Zealand; United States

This master's thesis reports the results of a survey submitted to over 30 colleges and universities that currently offer computer graphics courses or are in the planning stage of curriculum design. Intended to provide a profile of the computer graphics programs and insight into the process of curriculum design, the survey gathered data on program philosophy, program history, curriculum and program structure, faculty and staff, admission standards, and systems and hardware. U.S. schools for which data are reported include the New York School of Visual Arts, the School of the Art Institute of Chicago, Syracuse University, Carnegie-Mellon University, the University of Missouri-Columbia, and the University of Oregon.

Information is also presented on the graphics situation in seven schools of art and design in England and in New Zealand technical institutions. The interdisciplinary nature of computer graphics is then described, together with the formation of computer centers at the Illinois Institute of Technology, the Massachusetts Institute of Technology, Carnegie-Mellon University, and Ohio State University to research applications of new technology in all fields. A summary of the survey findings, including notes on the computer graphics situation in Canada and in Australia, conclude the report. A 23-item reference list is provided, and the survey instrument and a list of universities contacted are appended. (MES)

ED 281 535 IR 051 877

Affirmative Action. SPEC Kit 4.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jan 74
NOTE- 109p.; For update of this SPEC Kit, see ED 251 118. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Affirmative Action; Employment Practices; *Equal Opportunities (Jobs); Higher Education; *Library Personnel; Library Planning; *Personnel Policy; Position Papers; Research Libraries; *Universities

This Systems and Procedures Exchange Center (SPEC) kit on affirmative action programs contains planning documents and policy statements on affirmative action and equal employment opportunity from universities and Association of Research Libraries (ARL) member libraries. The kit comprises: (1) "Affirmative Action Plan for the University Library" (University of California at Davis); (2) "University Library Affirmative Action Plan" (University of California at Los Angeles); (3) "Library Equal Employment and Education Opportunity Program" (University of Maryland); (4) "Affirmative Action Policy" (University of Massachusetts); (5) "Affirmative Action Plan for Equal Employment Opportunity" (National Library of Medicine); (6, 7) "Equal Employment Opportunity Plan of Affirmative Action for Fiscal Year 1977" and "Equal Employment Opportunity Plan of Affirmative Action for Fiscal Year 1978" (Library of Congress); (8) "Affirmative Action Implementation Plan" (The Ohio State University); and (9) "Minority Opportunities in the Library Statement of Policy" (Washington University). (KM)

ED 281 590 JC 870 207

Smith, Joshua L.
New Standards for Faculty and Administrator Employment.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 87
NOTE- 30p.; Discussed as Agenda Item 5 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 28-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Evaluation; *Administrators; *College Faculty; Community Colleges; *Employment Practices; *Faculty Evaluation; Policy Formation; Standards; Statewide Planning; *Teacher Qualifications; *Tenure; Two Year Colleges
IDENTIFIERS- *California
A brief history is provided of the efforts undertaken in California to devise alternatives to the current rules concerning credentials, tenures, and evaluation for faculty and administrators, along with a comparison of the recommendations emanating from two legislatively mandated studies of these issues. First, historical background is presented on the state's long-time interest in the possibility of replacing credentials with some other system of minimum qualifications and on the more recent concern with tenure and review standards. Next, the different mandates and perspectives of the two studies are discussed, and it is noted that the report of the Chancellor's Task Force on Faculty and Administrators resulted from debate and consensus building among community college officials with expertise in employment matters, while the reports prepared by Berman, Weiler Associates were based on analytical studies conducted by a consultant outside of the community college

system. Next, the recommendations from the two reports are presented side by side, illustrating that both recommend a new system in which: (1) the present credential statutes are repealed; (2) the Board of Governors adopts regulations on minimum employment qualifications which districts are then responsible for applying; (3) a substantially higher level of involvement is assumed by faculty in hiring, evaluation, and tenure decisions; and (4) the probationary period before tenure is lengthened to 4 years. Significant differences between the reports are also discussed. Finally, the continuing efforts of the Task Force to refine and complete its recommendations are reviewed. (AYC)

ED 281 617 PS 016 468

O'Brien, Shirley
Parentime. A Self-Study Course. Understanding 6 to 12 Year Olds. Lessons 1-4.
Arizona Univ., Tucson. Cooperative Extension Service.
PUB DATE- 83
NOTE- 37p.; Printed on colored paper.
AVAILABLE FROM- Arizona Cooperative Extension Service, University of Arizona, SFCR Building #33, Room 205, Tucson, AZ 85721 ($2.50 per set).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Skills; *Developmental Stages; Independent Study; *Individual Development; Learning Modules; *Listening Skills; Parent Education; Parent Influence; Parenting Skills; Parent Materials; *Self Concept; *Young Children
Self-study course materials for parents who wish to learn more about 6- to 12-year-old children are provided. Lessons focus on (1) growth and development; (2) relations between chronological ages and developmental stages; (3) self-concept; and (4) communication. Lesson 1 discusses physical, emotional, social, and mental development. Lesson 2 lists characteristics associated with children who are 6, 7, 8, 9, 10, 11, and 12 years old and discusses clusters of developmental accomplishments of children at different ages. Lesson 3 provides examples of dimensions of children's lives that determine self-concept, including family climate, family economic status, personal beliefs and religion, attitude toward family members, attitude toward peers, opinions of peers, school demands, school opportunities, the impact of the mass media, biological maturation, and physical state. Lesson 4 emphasizes the importance of listening to children, lists six suggestions to

improve communication with children, lists seven guidelines for listening to children, and discusses six reasons why parents can have profound influence on their children. A form for requesting a certificate of course completion is appended. (RH)

ED 281 688 RC 016 195

Morse, Susan C., Ed.
Focus: Dropouts. Summary Report of an Interstate Forum on the Migrant Dropout (San Diego, California, December 18-19, 1986).
Interstate Migrant Secondary Team Project, San Diego, CA.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Migrant Education.; San Diego County Dept. of Education, Calif.
PUB DATE- Feb 87
NOTE- 97p.; Portions printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Coordination; Data Collection; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropouts; Educational Cooperation; *Educational Needs; High Risk Students; *Migrant Education; Migrant Problems; Migrant Programs; *Migrant Youth; Nontraditional Education; Out of School Youth; Potential Dropouts; Secondary Education; Student Needs; Workshops
IDENTIFIERS- Migrant Student Record Transfer System

This summary of a forum for migrant educators defines dropout issues, explores solutions and models of service, and offers recommendations to address the needs of out-of-school migrant youth. Notes from forum workshops and summary task force reports deal with dropout identification/needs assessment, dropout/enrollment/graduation data, interagency cooperation, model migrant dropout programs, and expanding migrant services to dropouts. Notes extracted by the editor from original task force sessions supplement task force reports. Needs identified during the forum include: a nationwide agreement that migrant dropouts should be served by the Migrant Education Program; a nationally accepted definition of dropout; nationwide use of Migrant Student Record Transfer System to include dropout code; collection of data on graduates/dropouts; continued interstate coordination of secondary issues; increased coordination between state migrant education projects and other agencies serving high risk youth;

intrastate/interstate dissemination of information about resources serving dropouts; more work/learn options for dropouts; service to all dropouts age 3 to 21; establishment of minimum services to all dropouts; alternative educational and life survival programs; and national advocacy for needs of migrant dropouts. Included in the document are a forum evaluation sheet and schedule, speech summaries, chart/outline of workshop process, lists of facilitators, Interstate Migrant Secondary Team Project members and forum attendees, and a 38-item bibliography. (LFL)

ED 281 701 RC 016 223

Siddall, Sandra S.; And Others
The Rural Clinical Option: An Implementation Handbook for Nursing Faculty.
California State Univ., Chico. Rural Clinical Nurse Placement Center.
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.
PUB DATE- Jul 86
NOTE- 101p.; Revised edition. For related document, see RC 016 224.
GRANT- DIO-NU-01579-04.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Guides; *Clinical Experience; Experiential Learning; *Field Experience Programs; Health Personnel; Higher Education; *Nursing Education; *Practicum Supervision; Program Descriptions; Program Development; Program Guides; *Rural Areas; Rural Education; Rural Environment
IDENTIFIERS- California State University Chico; *Rural Clinical Nurse Placement Center CA
This how-to-do-it handbook is designed to help the potential rural clinical option (RCO) coordinator develop a program in which nursing students can have an in-depth clinical experience in a rural health facility. Separate sections detail how to: (1) determine the amount of release time and financial resources available to run the program; (2) determine the number of participants; (3) determine the service area throughout which participants may be placed; (4) identify the health-care facilities in which participants may be placed and the kind of nursing experiences available at these facilities; (5) identify preceptors who will supervise participants; (6) screen and place participants in the facility that will best meet their academic objectives; (7) locate housing for program participants; (8) maintain communication with participants, preceptors, members of the community, placement facility administrators, and nursing school administrators; (9) administer the program; (10) evaluate each participant; (11) evaluate each preceptor; (12) evaluate the program; and (13) be evaluated by nursing department and university administrators. Twenty-four sample letters, forms, and questionnaires related to these tasks are included as appendices. (NEC)

ED 281 714 SE 047 837

Criteria for Excellence: Science.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
PUB DATE- Sep 86
NOTE- 11p.; Prepared by the Science Criteria for Excellence Task Force.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Evaluation Criteria; Inservice Teacher Education; Process Education; *School Community Relationship; Science Curriculum; Science Education; *Science Programs; *Secondary School Science; Staff Development; *State Departments of Education; *State Surveys; Teacher Administrator Relationship
IDENTIFIERS- Alaska

This program assessment instrument was developed to identify criteria for excellence in science in Alaskan schools. It was designed to be used by administrators, professional staff and community representatives to assess science programs. The instrument contains categories of items which are to be rated on a five-point scale ranging from "not started" to "achieved." The categories deal with: (1) philosophy; (2) staffing and professional development; (3) administration; (4) planning; (5) program; (6) community involvement; and (7) evaluation. It is suggested that the instrument could also be used to establish program goals, validate exemplary programs, do a self-appraisal, plan inservice and staff development activities, and disseminate information. (TW)

ED 281 346 EC 192 443

Rossi, Robert J.
Project MAP Year One Final Report: Pilot-Test of the Model Accounting Plan and Preliminary Results of Expectancy Analyses.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 87
NOTE- 112p.
GRANT- G008530205
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; Data Collection; Decision Making; *Disabilities; Educational Attainment; *Education Work Relationship; Evaluation Methods; Followup Studies; Pilot Projects; Probability; *School Demography; Secondary Education; *Special Education; Speech Handicaps; Statistical Analysis; Statistical Data; Young Adults

IDENTIFIERS- *Model Accounting Plan

Project MAP (Model Accounting Plan) is designed to test a demographic system for monitoring the within-school and post-school transitions of special education participants. Implemented at the local level, this system produces data to inform school-level decision-making. In addition, the data that are produced can be aggregated for use at higher administrative levels. This report summarizes the progress made during Year One of the project. Goals of the first year included the following activities: (1) identify successful procedures used to track special education students through the school system; (2) identify successful procedures used to track special education students following graduation from special education; (3) evaluate existing data systems for use in a demographic accounting framework; (4) pilot test follow-up procedures for use with special education graduates; (5) conduct transitional analyses within one local special education jurisdiction. Following a description of the development of the MAP, the derivation of transition probabilities is described in detail, including the effects of age, handicap, sex and ethnicity using observed versus estimated transition probabilities. Following the MAP transition matrix, special education expectancy measures are discussed and presented, including effect of placement on attainment and effect of handicap on attainment. A final section presents an interpretation of the results, research recommendations, and areas of study for Year Two. (KM)

ED 281 393 FL 016 670

The Ram's Horn, Volume IV, 1986-1987.
Rassias Foundation, Dartmouth, NH.
PUB DATE- 87
NOTE- 89p.
LANGUAGE- English; French
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Classical Languages; *Classroom Techniques; Declining Enrollment; French; *Instructional Effectiveness; Instructional Materials; International Trade; Japanese; Languages for Special Purposes; Language Tests; *Minicourses; Realia; *Second Language Instruction; Spanish; *Teaching Methods; Tenses (Grammar); Translation; Uncommonly Taught Languages
IDENTIFIERS- City University of New York Bernard Baruch College; *Dartmouth Rassias Method

This annual publication of the Rassias Foundation at Dartmouth College (New Hampshire) includes these articles and commentaries: "Clio and Hermes: Languages in the Study of the Past" (Kent J. Rigsby); "The Micrologue in a Student-Directed Conversation Class" (Stephen A. Canfield); "Baby Pictures and the Spanish Preterit and Imperfect Tenses" (Rosa Alicia Ramos); "Using the Rassias Method in Translation Training" (Joel D. Goldfield); "Thinking Globally and Acting Locally: The Multi-National Corporation and Foreign Language Instruction" (Badi G. Foster); "Enrollment and Achievement in Modern Language Classes Using the DILM" (Fred R. Savitz); "Measuring the Impact of the DILM at Baruch College (CUNY): A Re-Evaluation" (Debra Popkin); "Evaluating the DILM, I: The CEEB-ETS Listening-Reading Test (1979-1983)" (Raymond Cormier); "Ten Days That Changed My Life" (Joan Swirsky); "ALPS: Rebirth with Rassias" (Sidney Kilgerman); "LORE and Disorder" (Robert M. Glick); "Applied Rassias Methodology" (Leon Rourke); "Lessons in Japanese" (J. Krist Schell); "Japanese in the ALPS Program: A Review" (J. Krist Schell); Translation d'ALPS: L'immersion a Wilson College (Janvier 1986)" (Ann-Sofie Nedlund). A selected bibliography on the Rassias Method is included. (MSE)

ED 281 435 HE 020 339

Muir, William R.
The Historical Development of the Teacher-Researcher Ideal in Germany and the U.S.A. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 55p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Comparative Education; *Educational History; *Educational Philosophy; Higher Education; Institutional Mission; *Intellectual History; Natural Sciences; *Researchers; Romanticism; Scholarship; *Teacher Role
IDENTIFIERS- *ASHE Annual Meeting; *Germany; Nineteenth Century; United States; von Humboldt (Wilhelm)

The way that the teacher/researcher ideal developed in Germany is discussed, along with discrepancies between the original context of the concept and the American one. The focal point is the foundation of the University of Berlin in 1810. Social, political, and intellectual development of the eighteenth century are reviewed, along with reforms at the University of Halle and Gottingen University, the German intellectual movements of German Romanticism and German Idealism, an approach to natural science called speculative philosophy, an approach to classical studies called Neuhumanismus, Wilhelm von Humboldt's role in revising the primary and secondary school system in the early 1800s; the concept of "Einheit der Wissenschaft" (i.e., the belief in the unity of learning, science, and scholarship); and the growth of the discipline of chemistry. Developments after the new foundation at Berlin that led to the mature German university encountered by American students in the second half of the nineteenth century are also considered. (SW)

ED 281 449 HE 020 353

Dillon, Connie L.
A Case Study: Faculty Involvement and Telecommunications. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; *Distance Education; Educational Media; Educational Television; Higher Education; Incentives; Linking Agents; Material Development; *Participative Decision Making; *Program Development; Rewards; *Teacher Participation; *Telecommunications
IDENTIFIERS- *ASHE Annual Meeting; Cameron University OK
The role of telecommunications in higher education is discussed, along with a faculty involvement-based model for implementing a media/telecommunications service at Cameron University. Experience at the university supports the application of the Lindquist model in the implementation of telecommunications programs in higher education. Application of the model requires ownership through committee participation, evaluation procedures and the proposal process; rewards through an analysis of institutional and individual incentives and a sensitivity and responsiveness to barriers; leadership by the program administrator and committee chair; openness based in the power of the committee, the newsletter, and the evaluation process; and linkage through interaction among the committee members, proposal authors, and interinstitutional exchanges. Drawbacks of the Lindquist model include: the committee process is cumbersome and time consuming, and an environment of concensus and mutual trust is needed since the program administrator has consultive power rather than administrative power based in authority. (SW)

ED 281 463 HE 020 367

Terenzini, Patrick T.; Wright, Thomas M.
Students' Personal Growth during the First Two Years of College. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; College Attendance; College Freshmen; *College Students; Extracurricular Activities; Higher Education; *Individual Development; Peer Relationship; *Student Development; *Student Experience; Student Participation; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; LISREL Analysis; *Tinto Theory
The effect of collegiate experiences on students' reported personal development during the first two years of college were studied after controlling for individual, prematriculation differences.

LISREL (LInear Structural RELationships) Analysis was employed to fit Tinto's theoretical framework to the variables and processes potentially involved in the impact of college on students' personal growth. Results indicate that while both social and academic integration levels are reliably related to reported personal growth in each year, academic integration appears to have the stronger influence, particularly in the sophomore year. Academic and social integration in the first year was related to integration levels in the second year, but the evidence suggests that reported personal development in the freshman year may be independent of the growth reported in the sophomore year. Findings generally support the construct validity of Tinto's theory and of its utility for studying college student outcomes other than attrition/retention behaviors. From a practical standpoint, the results suggest that students' integration into the academic system of the college may be as important to their personal growth as to their academic and intellectual development. (Author/SW)

ED 281 491 IR 012 607

Wichit, Srisa-an
Distance Education: The STOU Approach.
Sukhothai Thammathirat Open Univ., Bangkok (Thailand).
REPORT NO.- ISBN-974-611-536-7
PUB DATE- 86
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Historical Materials (060)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Continuing Education; Costs; Curriculum Development; *Developing Nations; *Distance Education; Educational Administration; Higher Education; Human Resources; Inservice Education; Lifelong Learning; *Multimedia Instruction; *Open Universities
IDENTIFIERS- *Sukhothai Thammathirat Open University (Thailand); Thailand

Since its establishment in 1978, Thailand's Sukhothai Thammathirat Open University (STOU) has attracted world-wide attention for its innovative, multimedia approach to distance education and for its varied assortment of degree and non-degree programs. Four articles by Dr. Wichit Srisa-an, the founding rector of STOU, are presented in this volume: (1) "Higher Education Development in Thailand" sets the establishment of STOU in historical perspective and traces the expansion and consolidation of Thai higher education; (2) "Distance Education through Multi-Media" surveys the strengths and weaknesses of various media and discusses the media mix currently employed by the university; (3) "The Distance Teaching University: The Case of Sukhothai Thammathirat Open University" touches on some of the problems facing the fledgling university and raises several issues vitally important to any distance university, e.g., intended audience, appropriate teaching/learning system, and maintenance of high academic standards; and (4) "The Management and Economics of Distance Education: The Case of Sukhothai Thammathirat Open University" (written jointly with Tong-in Wangsotorn) gives a detailed description of the university, including its administrative and academic structure, course production methods, programs offered, enrollment statistics, and cost effectiveness. (MES)

ED 281 521 IR 012 642

Lancaster, David
Management and Planning Issues in the Use of Microcomputers in Schools. Occasional Paper in Educational Planning, Management and Statistics No. 11.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO.- BKEPM/85/M/476-500
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Administration; Educational Development; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Microcomputers; Parent Attitudes; Student Attitudes
IDENTIFIERS- Asia; Pacific Region
Reasons underlying the growth of interest in Asia and the Pacific

region in educational computing and issues raised by such developments are examined in this paper, which begins by describing three main areas of use of microcomputers in schools--for teaching computer studies, for computer assisted learning, and for school adminstration. Reasons for microcomputer use are considered as well as internal and external influences that affect the decision to incorporate computers in school activities: (1) the need to relate education to the needs of the economy; (2) parental pressures; (3) pupils' expectations; (4) the need to facilitate data processing for reporting to external groups; (5) the need for better information for decision making; (6) demands for increased efficiency; (7) assumptions of increased learning effectiveness; (8) push from technical experts; and (9) marketing policies of manufacturers and suppliers. Also considered is the impact of the introduction of computers in schools on teaching methods, curriculum content, and the organizational structure of schools. Issues that are likely to arise with the use of microcomputers in schools are discussed, e.g., funding, suitable computer programs, teacher training, equipment requirements, cost effectiveness, responsibility for computer use and management, and contingency plans for equipment breakdowns. The importance of feasibility and cost benefit studies and consideration of the organizational, behavioral, and managerial issues involved in planning for computer based programs in schools is emphasized. Twenty references are provided. (MES)

ED 281 603 JC 870 248

Bilson, Barbara, Ed.; Woodruff, Bert, Ed.
Inside English: Journal of the English Council of California Two Year Colleges (October 1986, December 1986, March 1987, May 1987).
English Council of the California Two-Year Colleges.
PUB DATE- 87
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Content Area Writing; Course Content; Creative Writing; English (Second Language); *English Instruction; *Freshman Composition; Journalism; Part Time Faculty; *Teaching Methods; Two Year Colleges; *Writing (Composition)

Designed primarily for English faculty at two-year colleges in California, "Inside English" includes articles on instructional innovations in teaching literature, composition, and remedial writing, and on major curricular, administrative, and employment issues of concern to teachers in the field. The four issues of volume 14 contain the following feature articles: (1) "The Teaching of Freshman Composition: A Literature-Based Composition Class," by Lloyd Thomas; (2) "Rhetoric a la Mode: Rhetorical Modes and the Five Paragraph Essay," by Marianne Boretz; (3) "Journalism as an English Equivalency: An Argument," by Susan Cornner; (4) "Using Popular Culture as an Adjunct to Teaching Composition," by Clifton Snider; (5) "Interrelating Skills and Integrating the Curriculum: A Reading/Writing/ESL Program," by Joann Carter-Wells; (6) "The Teacher's Role in a Creative Writing Class," by Kay Haugaard; (7) "The Reading-Writing Connection: Pedagogy and Practice," by Peter Elias Sotiriou; (8) "Confessions of a Freeway Flyer: A Part-Timer's Lament," by Gary Zacharias; (9) "One Part-Timer's New Semester Resolutions," by Christine Tchalakian; (10) "Back to the Classics: Using World Literature in a Freshman Writing Course," by Gary Seigel; (11) "Writing Across the Curriculum: The Crossover Program at Orange Coast College," by Judith B. Salzinski; (12) "Bridging Two Worlds: Community College & University Freshman English," by Marjorie Ford; and (13) "Freshman Composition: Crime as Content," by Stephen de France. (EJV)

ED 281 633 PS 016 493

Frodi, Ann
Maternal Responsiveness to Infant Crying, Perceived Infant Temperament and Infant-Mother Attachment.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Etiology; Expectation; Individual Differences; *Infants; *Mothers; *Parent Attitudes; Parent Child Relationship; *Personality
IDENTIFIERS- Crying; *Response Patterns
The present study examined longitudinally the origin of a prior finding that mothers who perceived their infant's temperament as either "easy" or "difficult" exhibited a differential psychophysiological response pattern. Additionally examined were the pattern's behavioral correlates and relation to infant-mother attachment. Participants were 57 Caucasian primiparous mothers of middle to upper middle class background and their healthy infants. Measures included physiological responses to crying, (pre- and post-delivery), child rearing attitudes, Carey's Revised Infant Temperament Questionnaire, observations of feeding and play, and assessment of attachment. Findings indicated that mothers who later rated their own infant as temperamentally "difficult" displayed prior to delivery a pattern of greater physiological arousal in response to an unfamiliar infant's cry and showed more punitive child rearing attitudes. The pattern was similar when mothers' infants were 5 months old, when heart rate responses to their own infant's cry again differentiated the two groups. Few behavioral differences between the two groups were found. All "easy" infants were securely attached to their mothers, whereas a large proportion of the "difficult" infants were anxiously attached. No association was found between maternal temperament ratings and infant characteristics. Variations in mothers' ratings of their infant's temperament are associated not only with concurrent sensitivity to crying but also with response tendencies prior to parenthood. These predispositions appear to affect the development of the infant-mother bond a year later. (Author/RH)

ED 281 647 PS 016 513

50+ Activities for Early Childhood Essential Elements. Volume II.
Education Service Center Region 6, Huntsville, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 85
NOTE- 141p.; Developed and written by Early Childhood Activities Development Committee. For Volume I, see PS 016 512; for companion document, see PS 016 514.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Expression; *Creativity; Early Childhood Education; *Elementary School Students; Emotional Development; *Learning Activities; Learning Experience; *Preschool Children; Psychomotor Skills; *Self Care Skills; *Social Development

Written as a companion resource to "Early Childhood Essential Elements," a document developed by the Education Service Center, Region VI, Huntsville, Texas, this second volume of a two-volume activity guide provides activities enhancing children's self-help, social/emotional, and creative/expressive skills. The guide also provides a short bibliography of additional resources. Activities included in the guide are compiled from a variety of sources, represent many levels of difficulty, require an assortment of materials, and employ several different approaches. While the level of difficulty is not coded, activities usually can be modified or expanded to present challenges at different levels. Each section contains a list of readily available or easy to make materials. While behavioral, developmental, interactional, and problem solving approaches are appropriate for specific activities, many of the activities in the guide are best presented behaviorally. The format of each activity provides title, statement of purpose, list of materials, description of activity, indication of time required, list of related skills/developmental area, suggested instructional strategies, activity evaluation guidelines, and helpful hints for implementation. At least 50 activities are provided for each developmental domain. (RH)

ED 281 675 PS 016 605

Holowinsky, Ivan Z.
Vygotsky and the History of Pedology.
PUB DATE- May 87
NOTE- 18p.; Paper presented at the Annual Jean Piaget Society Symposium (17th, Philadelphia, PA, May 28-30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Foreign Countries; *Marxism; *Political Influences; *Psychology
IDENTIFIERS- Child Study Movement; Europe; History of Science; *Pedology; USSR; *Vygotsky (Lev S)
Discussed are the growth and demise of pedology within the contexts of the (1) early history of child study in Europe, (2) influence of Vygotsky's writings on Soviet defectology, and (3) struggle of Soviet psychology for its Marxist-dialectical identity. Pedology is the scientific study of the complete child in all its facets, including the biological, psychological, and sociological. In this paper, the history of the discipline is traced from its antecedents in 19th century European empiricism, through the first world congress of pedology, held in Brussels, Belgium, in 1911, to its expansion in the emerging Soviet psychology and pedalogy in the 1920s. After providing a biographic outline of Vygotsky's early accomplishments, his interest in pedology is noted. It is pointed out that Vygotsky was recognized as a leading pedologist in the USSR, and that he delivered several lectures and wrote several published books on the pedology of children of various ages, while criticizing the testing movement associated with the discipline. The decline of pedology is located at the time of Stalin's increased suspiciousness of foreign influences, in the prominence of Makarenko in Soviet education, in Medinsky's criticisms of pedology in general and psychological testing in particular, and in the Central Committee's pronouncement that pedology was pseudo-scientific and anti-Marxist. (RH)

ED 281 332 EC 192 426

Ehrlich, Virginia Z.
The Astor Program for Young Gifted Children: Ten Years Later.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- Vincent Astor Foundation, New York, N.Y.
PUB DATE- Jun 84
NOTE- 104p.; Pages 96-104 are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Administrator Attitudes; Adolescents; Elementary Education; *Followup Studies; Language Arts; Longitudinal Studies; Mathematics Achievement; Parent Attitudes; Primary Education; Principals; *Program Effectiveness; *Program Evaluation; Reading Achievement; Sciences; Scores; Social Studies; Student Attitudes; Success; Surveys; Teacher Attitudes
IDENTIFIERS- *Astor Program for Gifted Children; New York (New York)
An evaluation of the Astor Program for Gifted Children, introduced in 1973, in the New York City public schools is presented. This study is a follow-up of the "pioneer" pupils (those accepted during 1974-76). Sources of data included: a student questionnaire; student attitude scales; a parent questionnaire; a principal questionnaire; a teacher questionnaire; test results from standardized achievement tests in reading and mathematics; personal interviews with program personnel; classroom observations; interviews with pupils; and miscellaneous information from the director. Following introductory and background information, data obtained from principals, teachers, parents and students (both current achievement and reactions to their early experience) are presented, followed by a discussion of factors (such as timelines, parent involvement, and specific program goals) influencing the success of the Astor program. The questionnaires and rating scales utilized in the study are appended. (KM)

ED 281 377 FL 016 654

Canale, Michael, Ed.; And Others
Programme dans les ecoles elementaires de langue francaise pour les eleves de competence inegale en francais. Trousse pour le choix, la mise en place et l'evaluation des programmes. (Program in French Language Elementary Schools for Students of Uneven French Competence. Packet for Program Choice, Implementation, and Evaluation).
Ontario Dept. of Education, Toronto.
REPORT NO.- 0-7729-2065-6
PUB DATE- 87
NOTE- 51p.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Educational Needs; Elementary Education; Foreign Countries; *French; Language Dominance; *Language of Instruction; *Native Language Instruction; Program Administration; *Program Development; *Program Evaluation; *Program Implementation; Second Language Programs
IDENTIFIERS- Ontario
A guide for Franco-Ontarian educators concerned with the provision of French-language programs for English-dominant students discusses issues in program planning and development. An introductory section outlines the theoretic bases and background for the discussion. Subsequent sections focus on defining the program needs and issues (questions to ask, undertaking and using a sociolinguistic study, and assessing parent needs and wishes), choosing and implementing an appropriate program or programs (program entry level, mainstreaming, school location, and three case studies), and program procedures (student placement and classroom observation). A program evaluation form and bibliography are included. (MSE)

ED 281 407 HE 020 110

The Challenge and the Choice. The State University of New York. Report of the Independent Commission on the Future of the State University.
Independent Commission on the Future of the State Univ. of New York, Albany.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 16 Jan 85

NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blue Ribbon Commissions; *Change Strategies; College Administration; Decision Making; Educational Finance; Educational Quality; *Governance; Government School Relationship; *Graduate Study; Higher Education; Institutional Autonomy; *Institutional Evaluation; Research; *School Organization; *State Universities; Student Recruitment
IDENTIFIERS- *State University of New York

The report of the Independent Commission on the Future of the State University of New York is presented, based on public hearings, review of staff studies, visits to the 18 campuses, and interviews with personnel at the State University of New York (SUNY), other colleges, and state officials. Major findings include: SUNY is the most overregulated university in the nation; and in research and graduate education, SUNY's achievement is well behind that of leading public universities in other states and leading independent universities in New York. Information is provided on the academic standing of SUNY's research and graduate education, the status of its libraries, research funding, student recruitment, minority enrollment, the community college system, health sciences centers, and statutory colleges. Recommendations are offered concerning: strengthening SUNY's contribution to the state, management flexibility, SUNY's structure, and finance. It is concluded that a fundamental change in SUNY's structure is required and that it should be restructured as a public benefit corporation under the SUNY Board of Trustees. Individuals who were interviewed, offered testimony, or contacted during campus visits are identified. (SW)

ED 281 421 HE 020 292

Vincent, Harold A.; And Others
Predictors of Grades for Black Americans in a Non-Calculus, Preprofessional Physics Sequence.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *Black Students; *College Science; *College Students; Grade Point Average; *Grade Prediction; Grades (Scholastic); Higher Education; *Physics; *Predictive Measurement; Predictor Variables; Science Instruction
Variables to predict grades in a noncalculus, preprofessional college physics course at Xavier University of Louisiana, a historically-black institution, were identified using linear regression. The two-semester, noncalculus physics course emphasizes the application of physics in the health professions. The study population consisted of 123 students majoring in biology, chemistry, or prepharmacy who enrolled in the first-semester physics course. Of this number, 104 enrolled in the second-semester physics course. It was found that high school grade point average was the best predictor of grade in the first semester of physics and that the accuracy of prediction could be improved by adding either the American College Testing program (ACT) composite score or ACT English score. The best predictor of grade in the second-semester of physics was determined to be grade in the first-semester course. Inclusion of high school grade point average and scores on the Nelson-Denny Reading Exam improved grade prediction. It was recommended that different predictive procedures be used for black males and females. (SW)

ED 281 477 HE 020 381

Murdock, Tullisse A.
The Effect of Financial Aid on Student Persistence. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Persistence; *College Students; Comparative Analysis; *Effect Size; Higher Education; Influences; Institutional Characteristics; Literature Reviews; *Meta Analysis; Student Characteristics; *Student Financial Aid; Two Year Colleges; Universities
IDENTIFIERS- *ASHE Annual Meeting
A meta-analysis of studies that have explored the effect of financial aid to undergraduates on persistence was undertaken. In addition to identifying such studies, research objectives were: to determine the magnitude of the effect of financial aid on student persistence in each study; and to compare the financial aid effect sizes in relation to various study characteristics. Over 500 studies were reviewed for possible inclusion in the meta-analysis, and 62 studies were selected as appropriate. Persistence was measured in a time dimension (e.g., 1 year, graduation in 4 years). In addition to combining the results of all the studies, the first meta-analysis contained a diverse sample of studies, including research at public and private colleges and studies examining a particular student population. The second meta-analysis compared studies measuring persistence as graduation from college and studies using less time than graduation. The third meta-analysis considered the effect of financial aid on student persistence in two-year and four-year colleges. The fourth meta-analysis considered the effect of controlling for academic ability (i.e., the ability of aid recipients compared to nonrecipients). Findings are considered in detail. (SW)

ED 281 550 IR 051 894

Annual Program. Library Services and Construction Act, 1986-1987, and FY 1986 Summary.
South Carolina State Library, Columbia.
PUB DATE- 86
NOTE- 154p.; For a related report, see ED 264 891.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Library Administration; Library Cooperation; Library Expenditures; Library Facilities; *Library Services; Program Descriptions; *Program Development; *Public Libraries; Records (Forms); *State Aid; *State Libraries; State Programs; Statewide Planning
IDENTIFIERS- Library Development; *Library Services and Construction Act; *South Carolina State Library

This document comprises the Library Services and Construction Act (LSCA) 1986-1987 annual program and the FY 86 LSCA summary for the South Carolina State Library. The annual program includes fiscal information and project descriptions for the following LSCA projects: (1) Title I--Library Services, including Projects IA--General Administration, IB--Library Interpretation, IIA--General Operations, IIB--Strengthening the State Library Agency, IIIA--Field Services, IIIB--Career Education, IIID--Service to the Disadvantaged, IIIE--Library Development, IIIF--Service to Children, IIIG--Audio-Visual Program, IIIH--Public Library Automation and Technology, III-I--Literacy, IV--Service to the Blind and Physically Handicapped, and V--Institutional Library Services; (2) Title II--Public Library Construction; and (3) Title III--Interlibrary Cooperation, including Project I--Interlibrary Network. The LSCA summary provides a concise narrative summary of each project and includes three tables illustrating the number of disadvantaged persons reached by Projects IIID--Service to the Disadvantaged and IIIE--Library Development, as well as a statistical summary of children's services in public libraries. (KM)

ED 281 661 PS 016 530

Haefner, Margaret J.; Wartella, Ellen A.
Siblings' Strategies for Resolving Conflict over Television Program Choice.
PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Children; Cognitive Processes; *Conflict Resolution; Individual Power; *Sex Differences; *Siblings; Television Research; *Television Viewing
The purpose of this study was to identify conflict resolution strategies used by siblings when they chose television programs to watch and to examine differences in strategies associated with sex of child, the age interval between siblings, and their ordinal position. Children, 116 pairs of siblings in first through sixth grade, were interviewed about their program conflict resolution strategies and those of their siblings. The pairs were about equally distributed across the four possible relationship structures (male male, male female, female male, and female female) and about equally distributed between small and large age intervals. Ten categories of strategies emerged from analyses of the data. Among those reporting no conflict, several reasons emerged which indicated varying levels of persuasive power being used by siblings. Results indicated several differences in strategies were associated with the genders of both siblings and age intervals between them. Results are discussed in terms of the egocentric and non-egocentric strategies adopted by children of various ages. The discussion focuses on the implications of such conflict resolving strategies for the sibling co-viewing context and the general nature of sibling relationships. (RH)

ED 281 362 FL 016 639

English as a Second Language 10A. Basic English.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 86
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Classroom Techniques; *Course Content; Cultural Education; *Curriculum Guides; Educational Objectives; Educational Philosophy; *English (Second Language); Foreign Countries; High Schools; High School Students; Instructional Materials; *Introductory Courses; *Limited English Speaking; Secondary School Curriculum; Second Language Instruction; Student Evaluation; Units of Study
IDENTIFIERS- Alberta

Basic English is a non-credit course designed to help non-English-speaking senior high school students in Alberta develop basic communication skills. The curriculum guide for the course outlines the program and course philosophy, rationale, and target audience; states the program and course goals and objectives, including minumum expectations; describes the intended content, including cultural topics and themes and suggested time allotments; suggests teaching strategies and instructional planning techniques; outlines purposes and strategies of student evaluation; gives recommendations for learning resources; and presents three complete sample units. (MSE)

ED 281 536 IR 051 878

Performance Review. SPEC Kit #5.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Mar 74
NOTE- 69p.; For update of this SPEC Kit, see ED 251 073. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Evaluation Methods; Higher Education; Job Performance; *Library Personnel; Library Research; *Personnel Evaluation; Personnel Management; Promotion (Occupational); Records (Forms); *Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit contains a collection of representative documents on performance review procedures in academic and research libraries. The kit comprises: (1) performance appraisal forms from the Stanford University Libraries; (2) a rating scale evaluation form and an essay evaluation form for professional librarians from Duke University Library; (3) general guidelines, instructions, and a performance appraisal form from Columbia University; (4) an SEC evaluation form; (5) a professional performance review form from the University of Kentucky Libraries; (6) suggested criteria for promotion of library faculty from Notre Dame University; (7) procedures, guidelines, and forms for performance evaluation of non-academic staff and professional staff from Washington University Libraries; (8) a promotion plan for librarians from the University of Maryland, College Park; and (9) a performance evaluation form from the Indiana University Libraries. A brief review of SPEC services, a summary of the results of the SPEC Personnel Survey, and a list of SPEC publications are attached. (KM)

ED 281 565 IR 051 917

Breazeal, Juliette Ow
Integration of Heterogeneous Bibliographic Information through Data Abstractions.
California Univ., Livermore. Lawrence Livermore Lab.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- UCRL-53710
PUB DATE- Jan 86
NOTE- 73p.; Master's Thesis, University of California at Davis. Appendices contain small type.
CONTRACT- W-7405-Eng-48
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Citations (References); *Classification; Computer Software; Databases; *Information Processing; Information Systems; Pattern Recognition; *Programing; Vertical Organization
IDENTIFIERS- Bibliographic Data Bases; *Data Abstraction; *Database Integration; Information Consistency
This study examines the integration of heterogeneous bibliographic information resources from geographically distributed locations in an automated, unified, and controlled way using abstract data types called "classes" through the Message-Object Model defined in Smalltalk-80 software. The concept of achieving data consistency by developing classes for each type of information in a bibliographic citation, such as "date" or "title," is discussed as a method of simplifying the programmer's task; previous methods for processing heterogeneous bibliographic information are summarized; and the message-object model is defined. Finally, a detailed description is provided of the development of prototype classes using the Objective-C compiler based on the Smalltalk-80 Message-Object Model and the use of the prototype classes to integrate the citations retrieved from six online databases. Twenty-one references are provided, and the text is supplemented with four tables and three diagrams. Appendices include: (1) the hierarchy of Objective-C Classes; (2) the Objective-C base tree; (3) the prototype source code; and (4) a copy of the merged file of heterogeneous bibliographic citations from six database sources. (KM)

ED 281 578 JC 870 183

O'Connor, Ann R.
The Systematic Design and Evaluation of Instruction for the Mastery of Learning Independently.
PUB DATE- Jan 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Evaluation Methods; Individualized Instruction; Learning Activities; Learning Modules; Mastery Learning; Office Occupations Education; Skill Development; Teaching Methods; Two Year Colleges; *Word Processing
A description is provided of a project that was conducted to design, implement, and evaluate traditional and guided-practice instructional modules for independent learning of word processing skills. After an overview of the project, the report outlines the following steps in module development: identifying an instructional goal, conducting an instructional analysis, identifying entry behaviors and characteristics, writing performance objectives, developing criterion-referenced test items, developing an instructional strategy and instructional materials, designing and conducting formative evaluations, and revising instructional modules. Next, the report explains the design and findings of a summative evaluation contrasting student learning in a class of 19 students who used the traditional module and a class of 25 students who used the guided-practice module. Next, a discussion of results indicates that while both modules were effective, the guided-practice group performed better than the traditional group. Extensive appendices provide performance objectives, test items, the instructional activities for each module, evaluation results, and the traditional and guided-practice modules. (LAL)

ED 281 715 SE 047 847

The Use of Microcomputers in School Chemistry. A Report of a Working Group of the Royal Society of Chemistry to the Department of Education and Science.
Royal Society of Chemistry, London (England).
SPONS. AGENCY- Council for Educational Technology, London (England).
PUB DATE- 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Computer Assisted Instruction; *Computer Uses in Education; Courseware; *Foreign Countries; Higher Education; Input Output Devices; Inservice Teacher Education; Interactive Video; Microcomputers; *National Surveys; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Great Britain

In recognition that computers are becoming an integral part of science teaching, the British Department of Education asked the Royal Society of Chemistry to investigate the current use of microcomputers and microelectronics in teaching chemistry at the secondary school level. This document presents the results of that study. It includes: (1) an introduction and some general considerations for using computers in the chemistry classroom; (2) a discussion of software applications and an assessment of current areas of weakness in software production; (3) a listing of areas of the chemistry curriculum where software is available and can be used; (4) some guidelines for selecting hardware; (5) some implications for training teachers to use microcomputers; (6) a description of novel uses of microcomputers; and (7) a list of specific recommendations resulting from the study. A copy of the national survey questionnaire is included in the appendix. (TW)

ED 281 394 FL 016 673

A Guide to Curriculum Development in Foreign Language. A Curriculum Coordinating Committee Report.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 86
NOTE- 257p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Curriculum Design; *Curriculum Development; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; FLES; French; German; *Instructional Improvement; Language Proficiency; Latin; School Districts; *Second Language Programs; Spanish; *Statewide Planning
IDENTIFIERS- ACTFL ETS Language Proficiency Guidelines; *Iowa

The Iowa guide to foreign language curriculum development, the result of a 1985 state mandate, is designed to help local teachers and administrators build on and improve current curriculum and instructional methods. An opening section outlines the rationale, philosophy, and goals of the guide, and subsequent sections focus on curriculum design and evaluation. The first of these addresses a variety of curriculum issues: intended student outcomes by proficiency level, modern language objectives and activities, Latin instruction for proficiency, foreign languages in the elementary schools, French scope and sequence, German scope and sequence, Spanish scope and sequence, recent trends in foreign language instruction, and the use of instructional technology. The second discusses program self-evaluation, program evaluation by students, and evaluation of student performance. Appended materials include the American Council on the Teaching of Foreign Languages' 1986 proficiency guidelines, a sample program evaluation model, college and university enrollment and graduation requirements for foreign language study, samples of ads illustrating language-related career opportunities, and information on language-related professional associations. (MSE)

ED 281 436 HE 020 340

Hengst, Herbert R.
Talkback Television Instruction and Student Involvement. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Programs; *Correctional Education; Distance Education; *Educational Television; Higher Education; Industry; Off Campus Facilities; Program Development; Program Evaluation; Questionnaires; School Business Relationship; *Student Participation; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting; Oklahoma Televised Instruction System; *Talkback Television Instruction
The development and scope of Talkback Television Instruction (TBTV), a system operating in Oklahoma for 15 years, is described, along with results of a survey of TBTV faculty, who report their face-to-face contact with students and their views of the system's strengths and weaknesses. Also known as the Oklahoma Televised Instruction System, TBTV provides two-way audio and one-way video presentation of courses that originate on Oklahoma campuses. The system was originally established to provide graduate and technical instruction to corporate and professional personnel. However, business and industry have been minor users of TBTV, and the technical/graduate offerings have had less appeal than undergraduate offerings. Correctional institutions produced 45% of the enrollments, while colleges and universities produced 27%. Research results indicate that instructional modes used by professors in TBTV during 1984-1986 neither promoted nor hindered the initiation of face-to-face contacts between teacher and learner. Strengths included improved access to college, while weaknesses included equipment failures and problems of student management at remote sites. The faculty questionnaire is appended. (SW)

ED 281 450 HE 020 354

Ethington, Corinna A.; And Others
Influences on Women's Entry into Male-Dominated Occupations. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Career Choice; *Education Work Relationship; *Females; Higher Education; *Institutional Characteristics; Leadership; Models; *Nontraditional Occupations; Occupational Aspiration; Predictor Variables; Private Colleges; Public Colleges; Selective Colleges; Socioeconomic Status; Student Characteristics
IDENTIFIERS- *ASHE Annual Meeting
A causal model was employed to determine the way colleges influence the entry of women into predominately male occupations. The model proposes four main influences on women's attainment of careers in predominately male occupations: (1) initial or pre-enrollment student characteristics; (2) structural or organizational attributes of the college; (3) student performance and experiences during college; and (4) attributes of the employing organization.

The model identifies the relative influence of the collegiate experience in relation to precollege and postcollege considerations. Paths by which women attain entry into traditionally male-dominated science and nonscience professions have distinguishing features that are evident in the predictor variables of the model. For example, women's entry into more male-dominated nonscience careers is enhanced by coming from more affluent families, attendance at more selective colleges, and employment in private organizations. Entry into more male-dominated science professions is enhanced by stronger high school and college academic performance, going to public colleges and assuming leadership, and attaining graduate degrees. (SW)

ED 281 464 HE 020 368

Winans, Glen T.
Determinants of Budget Allocations to Academic Departments: A Case Study. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 65p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Case Studies; Decision Making; *Departments; Economic Factors; Educational Quality; *Expenditures; Higher Education; Longitudinal Studies; Operating Expenses; Power Structure; Reputation; *Resource Allocation; Salaries; State Universities
IDENTIFIERS- *ASHE Annual Meeting
General fund budgetary determinants in 27 academic departments at the University of California Santa Barbara were studied for the period from 1977/78 through 1983/84. The focus was resource allocation and utilization within departments of the College of Letters and Science. The research design included a pooled multivariate regression analysis of 17 variables plus a series of

interviews with 30 randomly selected department chairpersons and department staff. The combined quantitative and qualitative results confirmed the importance of disciplinary differences in budgeting, reaffirmed previous research findings about the importance of departmental power and prestige in budget allocations, and revealed that student enrollments may not be a major factor influencing department level budget allocations during times of relative stability. The qualitative results also identified the importance of an economic dimension, an interpersonal dimension, and a reputational dimension for departments in the budget allocation process, while confirming that the external or macro model by which public universities acquire resources is not necessarily applicable to the internal or micro model by which resources are allocated to departments. (Author/SW)

ED 281 507 IR 012 626

Chircop, Saviour
The Design of Media Facilities.
PUB DATE- 85
NOTE- 118p.; Master's Thesis, California State University, Chico.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Audiovisual Aids; Budgeting; Centralization; *Design Requirements; Elementary Secondary Education; *Facility Guidelines; *Learning Resources Centers; *Library Administration; Library Facilities; *Library Personnel; *Library Role; Space Utilization; Systems Analysis
IDENTIFIERS- American Library Association

The first of five chapters in this master's thesis examines the current status of media facilities and historical factors that have contributed to their development. An analysis of the design of media facilities following the principle of "form follows function" begins in the second chapter, which expounds a theoretical model of the media facility as a function of: (1) the service offered by the facility; (2) the ratio between media mediated and instructor mediated learning; and (3) the number of users, staff, and students. Physical implications of this model are discussed in the third chapter, which focuses on questions that need to be asked before any decisions are made regarding the size of the media center, the personnel needed and their qualifications, the selection of equipment appropriate for the services to be offered, and media selection. The fourth chapter addresses the implications of the model for the administration of the media center, including the issues of centralization, budgets, and standards. The concluding chapter discusses current standards; makes some projections about the objectives, personnel, and facilities of media centers in the future; and suggests topics for future research. An 84-item bibliography is provided, and American Library Association specifications for space and equipment are appended. (MES)

ED 281 591 JC 870 208

Hamre, William
Management Information Systems Progress Report.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 87
NOTE- 21p.; Discussed as Agenda Item 9 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 28-29, 1987). The appendix is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Boards of Education; Classification; Community Colleges; *Data Collection; *Information Needs; *Management Information Systems; Research Needs; *Statewide Planning; Systems Approach; *Systems Development; Two Year Colleges
IDENTIFIERS- *California

An overview is provided of progress in the development of a management information system for the California community colleges. First, background is presented on the current Uniform Statewide Reporting System (USRS), and problems with the system are identified and discussed (i.e., lack of student outcome information, unintegrated data, lack of coordinated information collection procedures, inadequate data quality, insufficient support for systems development, and lack of data access for state or local use). Next, the design principles guiding the development of a new management information system are discussed, highlighting needs for management information to promote accountability, for data integration, for an increased emphasis on data quality, for longitudinal data, and for system flexibility and access. The basic components of the system are described next, including data on students, faculty and staff, curriculum, facilities, finance, student services utilization, and district and college information. After briefly comparing the taxonomies available to afford uniform program classification, the report offers an update on the development of a feasibility study report on the costs and benefits of the proposed information system. Finally, major implementation issues are identified and plans for future development activities are discussed. An overview of the design of the state-level information system is appended. (LAL)

ED 281 618 PS 016 469

Tinsley, Barbara J.
The Effect of Maternal Health Beliefs on Utilization of Childhood Preventive Health Services and Child Health.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Health; *Health Services; *Locus of Control; *Mothers; *Parent Attitudes; Prevention; *Socioeconomic Status; Use Studies
IDENTIFIERS- *Child Health; Health Status; *Service Utilization
Relationships among mothers' beliefs and values concerning their children's health, utilization of childhood preventive health services, and children's health status were examined. Mothers' health beliefs were measured with Parental Health Belief scales developed to explore three factors: (1) mothers' degree of perceived control or internality with respect to their children's health, (2) the extent to which they believed that "chance" affected their children's health, or (3) that "powerful others" affected their children's health. Participants were 88 Black and Caucasian low- and middle-income mothers of infants between 1 week and 20 months of age who were recruited at a public health department, a private pediatric practice, and a department of pediatrics in a private clinic. Results indicated that significant predictive relationships involving socioeconomic status exist among maternal health beliefs and values, utilization of preventive health services, and health status. It is suggested that the results provide a critical empirical foundation upon which to construct a model of childhood preventive health services utilization. (RH)

ED 281 676 PS 016 615

Azmitia, Margarita
Expertise as a Moderator of Social Influence on Children's Cognition.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Learning Processes; *Peer Influence; Performance Factors; *Preschool Children; Preschool Education; Pretests Posttests; *Problem Solving; Self Concept
IDENTIFIERS- *Collaborative Learning; Dyads; *Experts; Singletons
Research addressed two questions: (1) Does collaborative problem solving lead to greater learning among children than independent work? and (2) Does children's expertise and that of their partner influence learning? To address these questions, the performance of 5-year-old novice and expert singletons copying a Lego model was compared to that of dyads formed by two novices, two experts, or a novice and an expert. A total of 80 children were administered pre- and post-tests and observed in the building task. Findings indicated that children's perception of their skill level relative to their perception of their partner's skill level appeared to influence their tendency to attempt to control the problem solving process and to negotiate a more equitable distribution of labor, if their partner was dominant. Novices learned more from working with an expert partner than from working individually or with a partner of similar skill. Although novice dyads performed better than singletons during the interactive sessions, improvement did not generalize to scores on a posttest which was administered

individually. Expert singletons performed as well as expert dyads, suggesting that once a certain level of task proficiency is attained, collaborative problem solving may not be more conducive to learning than individual work. (RH)

ED 281 689 RC 016 198

van den Berg-Eldering, Lotty
The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." Final Conference (Rotterdam, Netherlands, April 7-11, 1986).
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(86)33
PUB DATE- 87
NOTE- 43p.; For other reports on this project, see RC 016 171 and RC 016 199.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Coordination; Cultural Education; *Educational Change; *Educational Cooperation; *Educational Development; Females; Foreign Countries; Futures (of Society); *Intercultural Programs; International Programs; Migrant Adult Education; *Migrant Education; Migration; Minority Groups; *Multicultural Education; Sociocultural Patterns; Theory Practice Relationship
IDENTIFIERS- *Europe
This report summarizes the proceedings of the final conference of Project No. 7 to develop an inter-cultural approach to the education of migrants. An introductory section outlines conference aims and remarks by opening/closing speakers. Section II describes conference visits to schools in Rotterdam and an adult education project and a center for minority women in Tilburg. Section III reports comments by an Israli education expert and a panel representing the European Economic Community, the Organisation for Economic Co-operation and Development, and UNESCO. Section IV details the Project's aims, guiding principles, methods, underlying changes in migration and society in Europe and their educational and cultural implications, realities and important unifying trends, future trends in the migration context, and project group proposals for follow-up to Project No. 7. Section V presents discussion of issues of multi-cultural versus inter-cultural, fundamental values and social cohesion in society, communication between groups and societies, full participation of ethnic minority women, and new sub-groups and cites working group recommendations for a balance between action and research, dissemination and exchange of information, and co-operation and co-ordination. Section VI offers general conclusions of the rapporteur. Appendices contain proposed amendments/additions to the group's final report, a list of 40 project documents, and names/addresses of the more than 75 conference participants. (NEC)

ED 281 702 RC 016 224

Stuart-Siddall, Sandra; Haberlin, Jean
Preceptor Handbook: Rural Clinical Nurse Placement Center.
California State Univ., Chico. Rural Clinical Nurse Placement Center.
PUB DATE- Feb 83
NOTE- 133p.; For related document, see RC 016 223.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Clinical Experience; Experiential Learning; Feedback; *Field Experience Programs; Guidelines; Health Personnel; Higher Education; *Nursing Education; *Practicum Supervision; Records (Forms); *Rural Areas; Rural Education; Rural Environment; Student Evaluation; Student Experience; Student Placement; *Teacher Student Relationship
IDENTIFIERS- California State University Chico; *Rural Clinical Nurse Placement Center CA
This handbook provides Rural Clinical Nurse Placement Program (RCNP) preceptors with a program overview and practical suggestions to apply during student placement. An introductory section describes how the program addresses the maldistribution of nurses by raising awareness about the rural experience, adding a needed perspective to the urban bias of nursing education, and increasing the ease with which nurses can relocate in rural communities. The next section overviews the program in operation since 1975 to provide registered or student nurses with a 6-8 week rural clinical experience. Separate sections detail aspects of the preceptor-student relationship (initiating/maintaining the relationship and communicating effectively with students), principles of learning and teaching, and how to provide the student with constructive feedback. Twelve questions commonly asked by preceptors are answered. Twenty-two references to assist preceptors are cited. Seventeen appendices contain sample forms, checklists, and questionnaires including a RCNP communication overview, list of responsibilities of RCNP participants, excerpts from student logs, letter of agreement, instructor statement, student application, sample objectives, student housing and pre-placement questionnaires, skills list for OB-GYN placement, various evaluation forms, projected employment plan sheets, and longitudinal study questionnaire. (NEC)

ED 281 333 EC 192 430

Buzolich, Marilyn Jean
Cognitive and Communicative Development in Severely Physically Handicapped Non-Speaking Children.
PUB DATE- Sep 86
NOTE- 28p.; Paper presented at the International Conference on Augmentative and Alternative Communication (4th, Cardiff, Wales, September 22-24, 1986.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cerebral Palsy; *Cognitive Development; Communication (Thought Transfer); *Computer Oriented Programs; Computers; Courseware; Educational Strategies; Elementary Education; Expressive Language; Input Output Devices; *Language Acquisition; Peer Teaching; *Perceptual Motor Learning; *Physical Disabilities; Receptive Language; Sensory Integration
IDENTIFIERS- Augmentative Communication Systems
The paper discusses the use of computer technology with severely physically disabled children to facilitate sensory-motor development and enable acquisition of the cognitive prerequisites for augmentative communication. Following a discussion of theoretical perspectives on communicative and cognitive development, the characteristics of children selected for training are described, specific objectives of motor training enumerated, and observed motor responses defined. Elements of training are discussed within the framework of the following goals: (1) train child to activate a single switch voluntarily and reliably; (2) facilitate perceptual motor development in order to train the child to use the newly acquired motor response to respond to sensory input; (3) facilitate receptive language development; (4) facilitate expressive language development; and (5) develop a communication system using a visually directed scanning approach. Related suggestions for classroom implementation include a nondistracting environment, individual instruction, and social integration with nonhandicapped peers through the use of peer tutors. Application of this training approach with a 9-year-old boy with severe cerebral palsy is described. (JW)

ED 281 347 EC 192 444

Public Law 99-457 Amendments to the Education of the Handicapped Act. ARCfacts.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- Oct 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; Child Advocacy; Coordination; *Disabilities; Due Process; *Educational Legislation; Eligibility; Federal Legislation; Financial Support; Infants; *Preschool Education; Program Implementation; State Federal Aid; Young Children
IDENTIFIERS- *Early Intervention; *Education of the Handicapped Act Amendments 1986; Individualized Family Service Plan

The fact sheet uses a question-and-answer format to describe key components of Public Law 99-457 (Amendments to the Education of the Handicapped Act), which authorizes a preschool program for children ages 3-5 and an early intervention program for handicapped infants and toddlers. In the area of preschool programs, topics covered include implementation requirements, provisions of the law for preschool children, and funding. Aspects of early intervention discussed include requirements for states, timelines, eligibility, types of services, and funding. Development of the Individualized Family Service Plan (IFSP), components of a state early intervention system, the role of the State Interagency Coordinating Council, and procedural safeguards are also described. A final section addresses the role of advocacy groups in relation to implementation of the law. (JW)

ED 281 363 FL 016 640

English as a Second Language 10B. Language Development across the Curriculum.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 86
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Communicative Competence (Languages); *Course Content; Curriculum Guides; Discourse Analysis; Educational Objectives; *English (Second Language); Foreign Countries; High Schools; High School Students; Instructional Materials; Language of Instruction; *Limited English Speaking; Secondary School Curriculum; Second Language Instruction; Student Evaluation; Units of Study
IDENTIFIERS- Alberta; *Content Area Teaching; *Language across the Curriculum

Language Development across the Curriculum is a high school course designed to prepare students at an intermediate level of English language proficiency for studies in the content areas. The course is designed to help students succeed in high school subjects such as social studies, science, and mathematics. The curriculum guide for the course outlines the program and course philosophy, rationale, and target audience; states the program and course goals and objectives, including minumum expectations; describes the intended content, including the major communications skills to be taught; suggests teaching strategies, instructional planning techniques, and activities for each of the communications skills areas; outlines purposes and methods of student evaluation; gives recommendations for learning resources; and includes additional materials for teaching a mythology unit, transitional words in discourse, essay writing, and research paper preparation; and for evaluating student writing. (MSE)

ED 281 378 FL 016 655

Barlow, Michael
Computers and ESL in Higher Education. An Introduction for Teachers.
PUB DATE- 87
NOTE- 25p.
AVAILABLE FROM- Athelstan Publications, 3974 23rd St., San Francisco, CA 94114 ($2.25 plus $0.25 postage).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Techniques; College Second Language Programs; *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; *English (Second Language); Higher Education; Information Sources; *Word Processing; Writing (Composition)
A discussion of computer use for teaching English as a second language (ESL) at the college level examines what computers can do in and outside the classroom and why ESL teachers should become acquainted with them. It begins by defining the various tools and tasks of the computer, including word processors, instructional courseware, database managers, spreadsheets, statistical packages, models and simulations, and graphics editors, emphasizing instructional applications. It also reviews the basics of the use of word processors for composing and printing. Computer applications for language learning are discussed, and direct and indirect uses of computers for classroom drill and activities are outlined. Information on computer etiquette and efficiency, evaluation of computer usefulness, sources of further information, and a glossary are included. (MSE)

ED 281 408 HE 020 111

State Board of Higher Education Institutions and Departments under Its Jurisdiction. State of North Dakota Twenty-Third Biennial Report, July 1, 1981 thru June 30, 1983.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- 1 Dec 83
NOTE- 178p.; The North Dakota State University section and North Dakota Geological Survey section may not reproduce well due to small print size of the original.
AVAILABLE FROM- North Dakota State Board of Higher Education, State Capitol, Bismarck, ND 58505.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; College Programs; *Educational Finance; Educational Objectives; *Enrollment Trends; Expenditures; Higher Education; Income; *Institutional Characteristics; Institutional Mission; *Public Colleges; *School Funds; State Boards of Education; *State Universities
IDENTIFIERS- *North Dakota

The 1981-1983 report of the North Dakota State Board of Higher Education is presented with information on individual universities and colleges. In addition to financial statements, school profiles include information on: institutional mission and goals, enrollment by class, enrollment by curricula, degrees, the curriculum, instructional development and academic skills, evaluation, and physical plant. The financial statements include data on current funds assets and liabilities with specific breakdowns for restricted and unrestricted funds, auxiliary funds, loan funds, endowment funds, plant funds, and agency funds. Revenue and expenditure data are also reported. Reports on the following institutions are provided: University of North Dakota (Medical Center and Rehabilitation Hospital), North Dakota State University (NDSU), Minot State College, Dickinson State College, Valley City State College, Mayville State College, North Dakota State School of Science, NDSU-Bottineau Branch (Forest Service), and North Dakota Geological Survey. (SW)

ED 281 422 HE 020 293

Trouble Spots in Higher Education. Research in Brief.
National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 3p.; For the complete final report, "Involvement in Learning: Realizing the Potential of American Higher Education," see ED 246 833.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Needs; Educational Objectives; *Educational Quality; *Educational Testing; Feedback; Graduation Requirements; *Higher Education; *Student Evaluation; *Student Participation; Undergraduate Students
IDENTIFIERS- Involvement in Learning

Problems in higher education were identified by a study group in a year-long study funded by the National Institute of Education. Problem areas included: college student attrition, declining test scores of graduate school applicants, an increasingly impersonal atmosphere on campuses and less involvement of students with academic life, deteriorating buildings and equipment, and inflation that has outpaced faculty salaries. To achieve excellence in higher education, the study group advocated involving students in school, setting high and clear expectations, and providing regular assessment and feedback to students. Specific recommendations for these goals are offered, including: devoting more time to freshmen and sophomores; using a variety of teaching styles (not just lectures) and requiring that students take greater responsibility for their learning; making sure the curriculum matches specific graduation requirements; requiring at least 2 years of liberal arts courses for a bachelor's degree; requiring students to pass proficiency exams; developing a comprehensive assessment program, including essays, interviews, portfolios, and tests; and involving faculty in designing assessment methods. (SW)

ED 281 492 IR 012 608

A Model Task List for School Media Specialists.
Iowa Educational Media Association.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classification; Curriculum Development; Elementary Secondary Education; Instructional Development; Job Skills; Learning Resources Centers; *Library Role; *Media Specialists; *Occupational Information; *Personnel Evaluation; Professional Development; Reference Services; School Libraries

The role of school librarians has changed as the rapid expansion of information technology during the last decade has placed more emphasis on their participation in the instructional process, and propelled the librarian into a new role as school media specialist. Many media specialists have difficulty in grasping their role in schools. They are pressured to understand state-of-the-art technology and apply that knowledge to instruction and information retrieval, and they find themselves increasingly involved in the instructional development process while they still retain their traditional role as keeper of the books. Media specialists must understand their role in the instructional program and assess the skills required to perform professional duties. This model task list has been developed to: (1) guide media specialists in developing the higher level media services--those services that involve planning with the teacher to facilitate learning; (2) help media specialists to understand their role in the instructional program, to assess their professional performance, and to set goals for improvement; and (3) be used as a tool for performance evaluation and/or as a basis for developing job descriptions for media specialists. Incorporated in this list is a taxonomy of tasks related to curriculum involvement, media center administration, and professional growth. (MES)

ED 281 522 IR 012 643

Media Specialist Handbook: You Are the Key.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 85
NOTE- 95p.; For descriptions of Georgia media programs and guidelines for media program development, see IR 012 647 and IR 012 652.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Certification; Educational Media; Educational Television; Elementary Secondary Education; Facility Guidelines; Facility Planning; *Learning Resources Centers; Library Associations; Library Education; Library Networks; *Media Specialists; Professional Associations; School Libraries; State Programs; *State Standards
IDENTIFIERS- Georgia Educational Television Network; Georgia Library Information Network; *Georgia State Department of Education

Developed as a basic resource for Georgia school media personnel, this handbook draws together the information most frequently needed by media professionals across the state. The information is drawn from a variety of sources and, in some instances, abridged for ease of use or understanding. Areas covered include: (1) preparation and certification--including training programs in the region and certification application procedures, requirements, and objectives; (2) roles and responsibilities of the superintendent, system media contact person, media coordinator, curriculum coordinator, system media committee, principal, school media specialist, instructional staff, building media committee, media paraprofessional, media aide, and community; (3) standards and policies of the Georgia Board of Education, Georgia Accrediting Commission, Southern Association of Colleges and Schools, and the State Records Committee; (4) media resources and programs offered through state and regional agencies, including educational television and video; (5) media facilities requirements and planning information; and (6) national and state professional media organizations. (MES)

ED 281 551 IR 051 895

Malik, M. F.; Thwaites, H. M.
Communication Analysis of Environment.
Concordia Univ., Montreal (Quebec). Faculty of Arts and Science.
PUB DATE- 86
NOTE- 100p.; Some figures and charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acoustical Environment; Autoinstructional Aids; Behavior Patterns; *Communication (Thought Transfer); *Communication Research; *Cybernetics; Environmental Research; Higher Education; *Information Sources; *Information Theory; *Research Methodology; Structural Elements (Construction); Visual Environment
IDENTIFIERS- Concordia University PQ
This textbook was developed for use in a Concordia University (Quebec) course entitled "Communication Analysis of Environment." Designed as a practical application of information theory and cybernetics in the field of communication studies, the course is intended to be a self-instructional process, whereby each student chooses one information complex and studies it individually, through field observations, laboratory tests, readings, notations, design sketches, and measurement, as advised by the professor. The textbook includes a course description and discussions of the following topics: "The Process of Communication Analysis Related to Information Complexes and to Film and Television Location Assessment," "Basic Classification of Elements in the Communication Analysis of an Information Complex," "Methodology of Communication Analysis of the Environment," "Communication Analysis Protocols for Visual and Audio-Visual Information Complexes," and "Communication Analysis of Sound Information Complexes." Illustrations of various methods of classifying elements in the communication analysis of an information complex are appended; and a 25-item bibliography is provided. (KM)

ED 281 604 JC 870 250

Keyser, John S., Ed.; Floyd, Deborah L., Ed.
Toward Mastery Leadership in Access, Assessment, and Developmental Education: Summary Report of a Colloquium Held in Traverse City, Michigan, July, 1986.
American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Access to Education; College Role; *Community Colleges; *Developmental Studies Programs; Educational Diagnosis; Educational Quality; Educational Testing; *Remedial Programs; School Holding Power; *Student Evaluation; *Testing Programs; Two Year Colleges; Urban Education
In July 1986, a colloquium was convened to develop a position paper on access, assessment, and developmental education. This colloquium report contains the keynote speeches presented at the event, along with a statement developed by the participants regarding the issues. First, introductory material describes the purposes, sponsorship, and group processes of the colloquium. Next, the following speeches are presented: (1) "Are We Ready for the Future?" by R. Stephen Nicholson, which places access, assessment, and developmental education within a broad environmental context, and raises questions about the two-year college educators' readiness to deal with contemporary high risk populations; (2) "Access and Excellence: The Articulation Challenge among Urban High Schools, Community Colleges, and Four-Year Institutions," by Nolen M. Ellison and Janet D. Smith, which calls for an equity-based educational model built on the four dimensions of access, process, achievement, and transfer; (3) "Status of Testing Practices at Two-Year Postsecondary Institutions: Trends and Issues Affecting Minority Participation," by Jacqueline E. Woods and Ronald A. Williams, which summarizes the results and implications of a 1986 survey on testing practices in two-year colleges; and (4) "A Silver Anniversary Special: The Anatomy of Excellence in the Community College," by John E. Roueche, Suanne D. Roueche, and George A. Baker, which reviews the accomplishments and failures of the community college movement. Finally, the position paper, "Critical Issues in the Community College: Access, Assessment, and Developmental Education," is presented. (EJV)

ED 281 634 PS 016 494

Nannis, Ellen D.
Children's Understanding of Their Participation in Psychological Research.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Comprehension; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Moral Development; *Participation; *Psychological Studies; *Sex Differences
IDENTIFIERS- *Informed Consent
A study was conducted to examine young children's ideas about a psychology study in which they had participated, and to assess their perceptions about the voluntary nature of their participation. Subjects were 28 third-grade students and 28 fifth-grade students. Findings indicated that while no significant grade level differences existed in students' understanding of the purposes of the research, the responses of a sizable minority of third graders would not meet Weithorn's (1982, 1984) criteria for informed consent. Age and gender differences were found concerning ideas about withdrawing from the research. Although a majority of children at both grade levels felt they could withdraw, more girls felt that withdrawing was acceptable. Age differences were found in reasons for not withdrawing. Younger children spoke about enjoying the experience, whereas older children spoke of guilt or issues of commitment. It is concluded that, although children may be able to agree to participate in research by virtue of their knowledge about a study and its purposes, they may feel less free to withdraw. Decisions about withdrawing from research studies may have less to do with issues of boredom or discomfort and may be more directly related to moral development or understanding of contractual agreements. (RH)

ED 281 648 PS 016 514

Early Childhood Essential Elements.
Education Service Center Region 6, Huntsville, Tex.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 84
NOTE- 75p.; Developed and written by Early Childhood Curriculum Task Force. For companion documents, see PS 016 512-513.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Expression; *Basic Skills; Cognitive Development; Communication Skills; Creativity; Developmental Continuity; *Developmental Tasks; Elementary School Curriculum; Emotional Development; Motor Development; *Preschool Children; Preschool Education; *School Readiness; Self Care Skills; *Skill Development; Social Development

This teachers' guide is meant to be used in developing individualized programs for pre-kindergarten children or for children of elementary school age who have not developed pre-kindergarten competencies. The guide outlines concepts and skills that many preschool children master before entering kindergarten or first grade. Contents concern six developmental areas: cognition, communication, motor skills, self-help, social/emotional skills, and creative expression. For each developmental area, fundamental skills are categorized sequentially into developmental "milestones," special skills leading toward proficiency in "essential elements." These elements are the broad skills or learning tasks necessary for establishing the foundation for a minimal level of readiness for elementary school curriculum. A task might be "develops auditory perception"; a milestone might be "changes body movements in response to sound," and "shows recognition of specific sounds." Not all of the fundamental skills listed under a developmental milestone must be mastered in order to achieve either the milestone skill or the essential element. However, the milestones are the most important skills to develop for proficiency in an essential element. Using the essential elements as a guide, teachers can structure activities which present learning tasks at an appropriate skill level. At the beginning of each section, a chart depicts the relation of developmental area to elementary school subject areas. (RH)

ED 281 662 PS 016 531

Hesse, Petra
Emotional Family Resemblances? Darwin's Contributions to a Theory of Emotions and Emotional Development.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Emotional Development; *Emotional Response; *Evolution; Research Problems; Theories
IDENTIFIERS- *Darwin (Charles); Theoretical Analysis; *Wittgenstein (Ludwig)
A family resemblance model of emotions is proposed which uses Darwin's discussion of emotions and Eleanor Rosch's and the philosopher Ludwig Wittgenstein's work on family resemblances. In Darwin's discussion of emotions, certain core features are thought to be widely shared by the members of the respective families of emotions, and more marginal features are shared by only a few members of each family. This approach to emotions is very similar to Rosch's conception of physical object concepts as entities having a high degree of internal structure and boundaries which are not well-defined. It is suggested here that the adoption of the family resemblances perspective renders emotions no more difficult to define than physical objects. Emotions sharing many of the features of an emotional family are more prototypical of the respective family (and therefore recognized and labeled more easily), than are weaker features and expressions of the same emotions. Additional variations in labeling would depend on the intensity of emotional expressions and of the stimulus conditions, on qualitative differences in stimuli, and on the complexity of the emotional expressions. It is surmised that children's early nonverbal emotional development and their learning of emotional language may occur in contexts in which highly prototypical members of the various emotional families are expressed. (RH)

ED 281 478 HE 020 382

Lewis, Darrell R.; Wasescha, Anna M.

Costs and Benefits of Assessment in Post-Secondary Education. ASHE 1987 Annual Meeting Paper.

PUB DATE- Feb 87
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Educational Assessment; *Postsecondary Education; *Program Costs; *Program Evaluation
IDENTIFIERS- *ASHE Annual Meeting

A conceptual framework for considering the costs and benefits of postsecondary education assessment is presented, along with a typology linking the costs of evaluation to their informational benefits. A number of cost-analysis paradigms and techniques for assessing alternative evaluation projects at the institutional level are also examined. The objective is to assist policy and decision makers at the institutional level. The cost analysis recommended for determining direct resource costs is known as a "resource components approach" to costing out educational programs. This approach requires specifying and measuring the specific resources employed within each evaluation project, and then valuing and costing each of these resources to determine the total costs for each project. A number of incidental and opportunity costs that are likely to result from higher education assessment are identified, along with direct information benefits of assessment and important indirect benefits. Approaches for budgeting for the cost of evaluation are also reviewed, and the use of cost-utility in assessing evaluations is addressed. (SW)

ED 281 537 IR 051 879

Personnel Classification Schemes and Job Descriptions. SPEC Kit 7.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 74
NOTE- 113p.; For update of this SPEC Kit, see ED 223 260. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Job Analysis; Job Performance; Job Skills; *Librarians; Library Administration; Library Technicians; *Personnel Evaluation; Personnel Policy; Personnel Selection; Promotion (Occupational); Records (Forms); *Research Libraries; Tenure
IDENTIFIERS- Association of Research Libraries; *Job Classification

This Systems and Procedures Exchange Center (SPEC) kit contains documents pertaining to personnel classification schemes and job descriptions in Association of Research Libraries (ARL) member libraries. It is noted that there seems to be no commonly held set of titles for support staff and that different ranks of personnel are usually distinguished by some combination of criteria such as supervision given and received, policy-making authority, responsibility, complexity and/or diversity of work, personal attributes, professional activities, and creativity. A concise summary of classification schemes, position guides, and job descriptions in ARL libraries is provided; and documents are presented in three sections covering: (1) ranking criteria for librarians at Duke University, Massachusetts Institute of Technology, Harvard University, Louisiana State University, Rutgers University, the University of Michigan, the State University of New York at Albany, Stanford University, Yale University, and Cornell University; (2) library assistant job descriptions for Stanford University, Louisiana State University, and the State of Nebraska; and (3) instructions for preparing job descriptions from the University of Arizona, Case Western Reserve University, and Boston University. (KM)

ED 281 566 IR 051 918

Hampel, Viktor E.; And Others
"TIS": An Intelligent Gateway Computer for Information and Modeling Networks. Overview.
California Univ., Livermore. Lawrence Livermore Lab.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- UCRL-53439
PUB DATE- Aug 83
NOTE- 13p.; For a related report, see IR 051 916.
CONTRACT- W-7405-Eng-48
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Communications Satellites; *Computer Networks; *Data Analysis; Information Retrieval; *Information Systems; Information Transfer; *Man Machine Systems; Models; *Technology Transfer; Telephone Communications Systems
IDENTIFIERS- Computer Security; Gateway Systems; *Technology Information System
TIS (Technology Information System) is being used at the Lawrence Livermore National Laboratory (LLNL) to develop software for Intelligent Gateway Computers (IGC) suitable for the prototyping of advanced, integrated information networks. Dedicated to information management, TIS leads the user to available information resources, on TIS or elsewhere, by means of a master directory and automated access procedures. Other geographically distributed information centers available through TIS include six federal and commercial systems in the United States, one in France, and one in West Germany. This overview of the system summarizes the following aspects of TIS: (1) Automated Access Procedures; (2) Creation of Program-Dependent Information Systems; (3) Data Analysis and Modeling; (4) Communications; (5) The META-MACHINE User Interface; (6) Technology Transfer; (7) Information Networks; (8) Integrity and Security; (9) Future Plans; and (10) Acknowledgements and Sponsors. The text is supplemented with diagrams and illustrations, and 17 references are provided. (KM)

ED 281 579 JC 870 191

Donovan, Richard A., Ed.; And Others
Transfer: Making It Work. A Community College Report.
American Association of Community and Junior Colleges, Washington, D.C.; Networks, Bronx Community Coll., N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-87117-167-8
PUB DATE- 87
NOTE- 75p.
AVAILABLE FROM- AACJC Publications, 80 South Early St., Alexandria, VA 22304 ($9.40 members; $12.50 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; College Transfer Students; Community Colleges; Cooperative Programs; Followup Studies; *Intercollegiate Cooperation; Minority Groups; Postsecondary Education; Program Descriptions; *Student Personnel Services; *Transfer Programs; Two Year Colleges; Two Year College Students; *Urban Education
IDENTIFIERS- *Urban Community Coll Transfer Opportunities Prog

In 1983, the Ford Foundation funded a two-part project, the Urban Community College Transfer Opportunities Project (UCC/TOP), designed to improve the transfer process from the community college to the four-year institution for urban minority students. Through partnership efforts with secondary schools and four-year colleges and universities, the 23 UCC/TOP colleges developed and implemented a wide variety of programs to enhance the transfer success of targeted groups. This monograph contains: (1) an overview of the UCC/TOP project; (2) recommendations based on the experiences of the participating institutions with respect to productive collaboration between two- and four-year colleges, two-year college and high school cooperation, student follow-up and data collection, improving the academic environment, and increasing the responsiveness of student services; (3) descriptions of the projects undertaken at each institution (Bronx Community College, Hostos Community College, and LaGuardia Community College in New York; Community College of Baltimore in Maryland; Community College of Philadelphia in Pennsylvania; Compton Community College, Laney College, four Los Angeles Community College District campuses, Sacramento City College, and San Diego City College in California; Cuyahoga Community College in Ohio; Highland Park Community College in Michigan; Honolulu Community College in Hawaii; the Houston Community College System in Texas; J. Sargeant Reynolds Community College in Virginia; Lawson State Community College in Alabama; Miami-Dade Community College, North Campus, in Florida; Roxbury Community College in Massachusetts; South Mountain Community College in Arizona; and State Community College in Illinois); and (4) an afterword by Alison Bernstein, program officer from the Ford Foundation. (AYC)

ED 281 716 SE 047 910

Marshall, Sandra P.; And Others
Schema Knowledge Structures for Representing and Understanding Arithmetic Story Problems. First Year Technical Report.
San Diego State Univ., Calif. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Mar 87

NOTE- 72p.
CONTRACT- N-00014-K-85-0661
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Simulation; Educational Research; Elementary Education; *Elementary School Mathematics; Learning Theories; *Long Term Memory; *Mathematics Instruction; Memory; Models; *Problem Solving; Research Reports; Schemata (Cognition)
IDENTIFIERS- *Mathematics Education Research
This report describes the first of three stages in a study in the domain of problem solving: the definition and explication of schema knowledge. One objective of this research is to understand how schema knowledge is acquired and used in the chosen domain. The focus is on ways in which instruction influences the development of specific knowledge structures in long-term memory. The problem-solving domain was first analyzed with respect to the conceptual relations that may appear in arithmetic story problems. Emphasis is placed on the underlying semantic structure that gives meaning to each problem. Next, each semantic structure was framed as a hypothetical memory object, or schema, and the relationship to accepted theories of memory was explored. Finally, a computer model was developed that details the linkage of schema knowledge to two basic components of long-term memory: semantic networks of declarative memory and production systems and procedural memory (MNS)

ED 281 508 IR 012 627

Sharma, Motilal
Distance Education: Professional Staff Paper.
Asian Development Bank, Manila (Philippines).
PUB DATE- Mar 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Developing Nations; *Distance Education; Educational Administration; Educational Planning; *Educational Radio; Educational Technology; *Educational Television; Elementary Secondary Education; *Mass Media; Nonformal Education; Postsecondary Education; Teacher Education
IDENTIFIERS- Asian Development Bank
This paper examines the relevance and cost-effectiveness of the use of mass media for spreading education and the dissemination of information needed to sustain growth and technological progress in developing countries. An overview of experiments with the use of radio and television for educational purposes provides brief descriptions of distance education projects in the USSR, the United Kingdom, Niger, Honduras, Rwanda, Nicaragua, the United States, India, Australia, and Malaysia, and notes related activities in other countries. Discussion of the economics of distance education focuses on issues raised by case studies on the cost-effectiveness of distance education in various countries. Prospects and issues in the field are then discussed in the context of: (1) primary and secondary education; (2) teacher education; (3) education management and administration; (4) tertiary education; and (5) nonformal education. A brief review of the Asian Development Bank's involvement in distance education concludes this paper. Sources of additional information on the projects described and the case studies cited are indicated in footnotes. (MES)

ED 281 619 PS 016 470

Lattimer, Linda
The Campus Child Care Student Connection: Supervising and Training the Next Generation.
PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (New Orleans, LA, March 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Day Care; Early Childhood Education; Higher Education; Models; *Selection; *Student Evaluation; *Student Participation; *Training
IDENTIFIERS- *Student Assistants
Outlined are five aspects of a model used by staff of a children's center to integrate student assistants into classrooms. Discussion focuses on the student selection process, classroom assignment charts, integration of the non-education major, training sessions, students interning for credit, and student evaluation. Related materials are appended. (RH)

ED 281 677 PS 016 618

Winegar, Lucien T.
Children's Construction of Conventional Procedures with Teachers and Peers.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Classroom Research; *Comprehension; *Interpersonal Relationship; *Preschool Children; Preschool Education; *Social Behavior; *Social Influences; *Teacher Student Relationship
IDENTIFIERS- Context Effect; Negotiation Processes
Social events are constructed in two senses. First, each participant's understanding of the event is an active construction arising from his or her current level of understanding and from information provided in the environment. Second, events are social interactions that are negotiated between participants. Both of these senses of construction can be considered as constraints that channel children's action and support the development of their social understanding. This paper examines these two senses of construction as they apply to children's interaction with teachers and peers in a commonly occurring preschool event--snacktime. Observations of 18 children 31 to 57 months of age and their teachers suggest that snacktime is not a tightly constructed, pre-planned event for either the teachers or the children. Rather, both continually adjust their interaction as others and circumstances dictate. This social process constitutes a matrix of contextual constraints which are continually and actively constructed by the participants. These social constraints are interpreted, generalized, and internalized. Once internalized, such knowledge organizes future actions and negotiations. (RH)

ED 281 334 EC 192 431

Sexuality and Disability--A Matter That Concerns All of Us.
Swedish Inst. for the Handicapped, Bromma.
REPORT NO.- ISBN-0-91-8631-021-6
PUB DATE- 86
NOTE- 53p.; Translated by Richard Nord.
AVAILABLE FROM- Swedish Institute for the Handicapped, Box 303, S-161, 26 Bromma, Sweden (35 SEK, payment can be made by bank draft in Swedish Crowns).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170)
DESCRIPTORS- Adolescents; Adults; Attitude Change; *Disabilities; Foreign Countries; *Handicap Discrimination; Interpersonal Relationship; Knowledge Level; *Normalization (Handicapped); Rehabilitation Counseling; Self Esteem; *Sex Education; Sexual Identity; *Sexuality
IDENTIFIERS- Sweden

Intended as a training manual for medical, educational, and institutional staff who work with disabled adolescents and adults, the booklet seeks to provide basic knowledge and dispel common myths surrounding sexuality and disability. Translated from Swedish, chapter titles and selected subtopics are as follows: (1) "Sexuality and Disability: A Matter that Concerns All of Us" (distinction between the concepts of disability and handicap; reactions of able-bodied persons to questions and problems concerning sexuality); (2) "Start Talking with Each Other" (staff evasiveness in dealing with sexual problems, the role of self-esteem in establishing personal relationships, attitude change, providing information in support of positive sexual identity for disabled persons); (3) "Sex Roles--Threat or Possibility" (developing alternatives to compensate for a disability, providing realistic information to the mass media); (4) "Sexuality and Sexual Interaction" (sexual rights; changing or improving sexual interactions; sexual aids and sexual rehabilitation); (5) "Reducing Dependence" (adolescent liberation and sexual knowledge; staff attitudes and professional responsibility; including sexuality in rehabilitation; starting study circles and discussion groups for staff, disabled persons, and their families). (JW)

ED 281 348 EC 192 445

Tallal, Paula
Interagency Committee on Learning Disabilities: Report to the U.S. Congress: Developmental Language Disorders.
SPONS. AGENCY- National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.
PUB DATE- Dec 86
NOTE- 95p.
GRANT- IP50NS22343-01
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Clinical Diagnosis; Definitions; Elementary Secondary Education; Etiology; Handicap Identification; Incidence; *Intervention; *Language Handicaps; *Learning Disabilities; Prevention; *Research Needs; *Student Characteristics
IDENTIFIERS- Interagency Committee on Learning Disabilities
The report to Congress comprises a description of the current research findings on the definition, associated characteristics, diagnosis, prognosis, prevalence, causes, and treatment of developmental language disorders. Each section both reviews current literature and notes research as well as clinical needs, as related to issues of prevention. Individual author-contributed sections are on the following topics: (1) linguistic characteristics and subtypes of language-impaired children, deviance or delay, language testing, and cognitive development (S. Curtiss); (2) language intervention research (L. Olswang, C. Mateer, and B. Bain); (3) interventions for auditory perceptual and phonological disorders (C. Sloan). Among conclusions are that intervention research has tended to address one of three broad categories of inquiry--effectiveness of procedures, effects of procedures, and language acquisition process; and that research is needed in such areas as normal and disordered development of auditory and language functions and long term followup of language impaired children. Assumptions pertaining to treatment are identified and include the value of early rather than later intervention and the stimulating effect of language intervention on overall language development. The lack of adequate longitudinal studies to determine the long-term prognosis of children with language impairments is noted. A bibliography of approximately 360 items is included. (DB)

ED 281 364 FL 016 641

English as a Second Language 10C. An English Language and Literature Transition Course.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 86
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Students; Classroom Techniques; *Course Content; Curriculum Guides; Educational Objectives; Educational Philosophy; *English (Second Language); Foreign Countries; High Schools; High School Students; Instructional Materials; Language Arts; *Literature Appreciation; Secondary School Curriculum; Second Language Instruction; Student Evaluation; *Transitional Programs; Units of Study; Writing Instruction

IDENTIFIERS- Alberta

The English language and literature transition course is intended for high school students at the intermediate or advanced proficiency level in English as a second language intending to pursue further English language arts and literature courses. It builds on the communication skills introduced earlier in the English-as-a-second-language course series. The curriculum guide for the course outlines the program and course philosophy, rationale, and target audience; states the program and course goals and objectives, including minumum expectations; describes the intended content; suggests teaching strategies and instructional planning and organization techniques; outlines purposes and strategies of student evaluation; gives recommendations for learning resources; and includes materials for teaching patterns of discourse organization and for planning thematic units. (MSE)

ED 281 379 FL 016 656

Tuman, Walter V.
The Implications of Technology for Foreign Language Teaching.
PUB DATE- Nov 85
NOTE- 23p.; Revised version of a paper presented at the Joint Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Educational Technology; *Electronic Classrooms; Equipment Utilization; Futures (of Society); *Information Processing; Interactive Video; *Second Language Instruction; Technological Advancement; Videodisks; Videotape Recorders
The potential for the use of technology in second language instruction lies in two general areas: information management (locating, organizing, applying, storing, updating, and evaluating data) and instructional design and implementation. It would be a great disservice to language instruction not to explore these areas, and the language teaching profession should be closely involved in this exploration. True collaboration between educators and computer programmers has not yet been achieved. The range of possible computer applications for foreign language professionals is broad, is not restricted to the classroom, and is becoming increasingly available to the average non-technologically oriented user. These applications include artificial intelligence, audio and video technology, database management, linguistic analysis courseware and lesson design, learning theory, broadcasting, artificial and synthesized speech, telecommunications and networking, and testing and evaluation. A futuristic but not unrealistic scenario of a multimedia learning space in the language classroom might combine many of these applications in a designated area intended for daily student use. (MSE)

ED 281 395 FL 016 674

Tardif, Claudette; Weber, Sandra
The Young Child's Experience of French Immersion Schooling.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Financial support for this project was supplied by the University of Alberta Central Research Fund.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Environment; Cognitive Processes; Early Childhood Education; *Educational Environment; *French; *Immersion Programs; Interviews; *Kindergarten; Learning Processes; Second Language Learning; Second Language Programs; *Student Experience; Teacher Student Relationship; *Young Children
A study of the child's experience in learning a second language as it is embedded in his experience of kindergarten looks at two classes of unilingual (English-speaking) Canadian children in a half-day French immersion program. The immersion experience for the children is described in these terms: what "French" means to them; what and how they understand what the teacher says and does, how they react; what aspects of classroom life are relevant to understanding second language acquisition; and what attitudes and concepts concerning language, culture, and learning are reflected in the children's language and play. Data were gathered by extensive classroom observation, audio- and video-recordings, teacher notes, and semi-structured and open-ended interviews of parents and students. The parents and teachers were more challenged than the children by the second language, and the children treated

their inability to understand the teacher's language as a minor barrier. The children attended to both the linguistic and paralinguistic factors in the school and childhood cultures. The data will be quantified and examined further for insights into classroom interaction and second language acquisition processes in this context. (MSE)

HE

ED 281 423 HE 020 294

Information Technologies in the Health Care System. Hearing before the Subcommittee on Investigations and Oversight of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- 21 Apr 86
NOTE- 245p.; Some sections use small print.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Clinical Diagnosis; Compliance (Legal); *Computer Oriented Programs; Computer Software; *Confidential Records; Decision Making; Federal Legislation; Federal Regulation; Hearings; Higher Education; *Information Systems; Legal Problems; Marketing; Medical Case Histories; *Medical Evaluation; Program Costs; *Public Policy; Recordkeeping
IDENTIFIERS- Congress 99th; *Food and Drug Administration

Hearings on the use of computer technology in the health care field are presented to provide information needed by Congress and the Food and Drug Administration to make future policies. Medical computing systems can make interpretations of data on the patient's health and can generate diagnostic recommendations to the physician. Included are testimony/articles on: a medical expert system involving diagnosis in internal medicine, called both INTERNIST-I and CADUCEUS; a computing system called HELP (Health Evaluation through Logical Processing) that rapidly provides information to support decision-making by medical personnel;

marketing clinical expert systems (artificial intelligence software); the impact on costs of a computer that documents respiratory care; the security employed with clinical expert systems so that unauthorized persons cannot obtain patients' records; and the question of whether medical software should be exempt from liability or federal regulation, and specifically whether medical computing systems are subject to regulation under the Food, Drug, and Cosmetic Act. (SW)

ED 281 437 HE 020 341

Fincher, Cameron
Personal Qualities and Role Behavior in Presidential Leadership. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Administrator Evaluation; *Administrator Responsibility; *Administrator Role; Administrator Selection; *College Presidents; Higher Education; *Individual Characteristics; *Leadership Qualities; Leadership Responsibility
IDENTIFIERS- *ASHE Annual Meeting
The contributions of personal qualities and role behavior to the leadership of college presidents are discussed. Managerial leadership might be viewed as a developmental process, whereby different personal qualities and role behaviors are important to leader identification, selection, and evaluation. When individuals are first identified as potential leaders, characteristics such as physical appearance, social poise, intelligence, age, and education come into play. In the search, screening, and selection process for academic leaders, the focus is whether the individual is judged capable of continued growth and development. The third major stage is job performance and whether the leader meets the responsibilities of the position (i.e., demonstrates appropriate behavior in roles such as planning, organizing, directing, and communicating). The perceived effectiveness of presidential leadership is a function of personal qualities, college characteristics, situational demands, and sociocultural values, as well as interactions of these factors. Implications concerning training programs in administrative leadership and the evaluation of presidential performance are considered. (SW)

ED 281 451 HE 020 355

Lovely, Richard
Selection of Undergraduate Majors by High Ability Students: Sex Differences and the Attrition of Science Majors. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aptitude; *Academic Aspiration; College Mathematics; College Preparation; *College Science; Comparative Analysis; Females; *High Achievement; Higher Education; *Majors (Students); Males; Natural Sciences; Predictor Variables; Selective Colleges; *Sex Differences
IDENTIFIERS- *ASHE Annual Meeting; *Science Majors
The relative participation of high ability male and female college students as natural science majors and attrition of these students from the sciences to other majors were studied at a highly selective, comprehensive research university. Of concern were the following major fields: biology, microbiology, biophysics, premedicine, astronomy, chemistry, geology, geophysics, physics, and math. The effects of math aptitude and precollege science achievement on selection of the major were assessed, based on scores for the Scholastic Aptitude Test, College Entrance Examination Board Advanced Placement test, and Educational Testing Service achievement tests. Gender differences in precollege intentions to major in a natural science appear to be largely based on relative differences in high school science preparation. Well-prepared females were as likely to intend to major in the natural sciences as comparable men but females had lower overall levels of preparation. Attrition of science majors appears similar for the best prepared men and women. Less-well-prepared women, however, were more likely to abandon natural science majors than were comparable men. (SW)

ED 281 465 HE 020 369

Mitchell, Mary B.; Wheeler, Daniel W.
A Grounded Theory of Chairperson Management Strategy. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; College Faculty; *Department Heads; Higher Education; *Interprofessional Relationship; Job Satisfaction; *Leadership Responsibility; Productivity; *Teacher Administrator Relationship; Teacher Effectiveness
IDENTIFIERS- *ASHE Annual Meeting
Management strategies used by effective department chairpersons to enhance faculty performance and work satisfaction were investigated. Interviews were conducted with outstanding department heads at the University of Nebraska at Omaha, the University of Missouri at Kansas City, and Wichita State University. Grounded theory research was employed, which utilizes the constant comparative method of simultaneous data collection and analysis to inductively generate theory. The grounded theory proposes that: (1) effective chairperson management strategy is associated with leader values, department stages, management strategies; and (2) factors that interact to maximize chairperson leadership are congruence at faculty and administrative levels and the control of resources by chairpersons. Three stages of development for departments were identified: regenerating, maintaining, or actualizing. The stage of development of a department was important to the selection and implementation of management strategies. Management strategies used by department heads were designed to facilitate department communication, collegiality, viability, and visibility while promoting resource acquisition and control necessary for faculty productivity in teaching, research, and service. (SW)

ED 281 523 IR 012 644

Fayen, Emily Gallup
Microcomputers and the Online Catalog: Changing How the Catalog Is Used.
PUB DATE- 30 Jun 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Library Association (New York, NY, June 30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Cost Effectiveness; Information Networks; Information Storage; Library Instruction; Man Machine Systems; *Microcomputers; *Online Catalogs; Telecommunications; *Users (Information)
IDENTIFIERS- User Cordial Interface
The use of microcomputers with online catalogs is a partnership that is gaining wide acceptance and leading to dramatic changes in how we think about online catalogs. There are two major ways in which microcomputers are used in an online catalog system: (1) the microcomputer provides all the computer support for the entire system, i.e., the microcomputer is the system; (2) the microcomputer is a replacement for the conventional or dumb terminal. This use of microcomputers changes significantly the architecture of online catalog systems. For the fist time, library patrons may be linked directly to the online catalog without an intermediary. The intelligence and data storage of the system may be distributed to the most efficient and/or cost effective location. The programmability of the microcomputer makes it suitable for supporting new user-system interactions such as electronic bulletin boards, electronic mail, and various store-and-forward operations. Finally, the partnership of the microcomputer with telecommunications truly brings the world of information directly to the library user. For the first time ever, the "library without walls" is a reality. (MES)

ED 281 592 JC 870 209

Starks, Gretchen
Retention of Adult Women Students in the Community College: Research Findings from Exceptional Case Studies.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Adult Students; Community Colleges; Enrollment Influences; *Females; High Risk Students; *School Holding Power; Student Behavior; Student Characteristics; *Student College Relationship; Two Year Colleges; *Two Year College Students

A study was conducted to determine which variables influence "high risk" women students to persist to graduation from a community college and which variables influence "low risk" women students to drop out of college. The study involved in-depth qualitative interviews with 17 returning adult women over 24 years of age. Study findings supported Tinto's model of student retention which stresses the importance of academic and social integration into college for students' college success. However, study findings suggested a reevaluation of the definitions of academic and social integration, arguing that: (1) academic integration should not necessarily be defined as good grades, as many institutional persisters were satisfied to receive a B or C in light of their "role overloads," while system leavers often had excellent grades and high expectations of themselves; (2) academic integration had more relevance for the cases studied in terms of study habits, learning processes, and the relationship between school and home life; (3) persisters had more formal and informal contact with faculty, viewing both types of relationships as part of their academic growth; (4) social integration for persisters did not necessarily mean participating in peer group activities or social events on campus--rather it involved positive contact with other students in the classroom or between classes; and (5) system leavers made fewer friends and avoided participation in peer group classroom activities or study groups between classes. (AYC)

ED 281 605 JC 870 251

Grant, David; And Others
The Topic Is the County Parks.
Brookdale Community Coll., Lincroft, N.J.
PUB DATE- 87
NOTE- 42p.; Light drawing may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Field Instruction; Field Trips; *Learning Activities; *Natural Resources; *Outdoor Education; Parks; *Wildlife
Designed for use by teachers, students, and bus drivers, this guidebook provides suggestions, background information, and exercises to prepare participants to take part in New Jersey's County Park Program. First, scheduling information, recommendations concerning clothing, checklists of things to bring, safety tips, and a map are presented. Next, for each outing, the guidebook suggests activities to help students prepare for the trip, offers background information on the site, presents homework assignments to be completed after the trip, and provides readings on related topics. The following activities are included: (1) at Poricy Park, students visit a colonial farmhouse, take a nature hike, and search for fossils; accompanying materials explain what an ecosystem is; (2) at Hartshorne Woods Park, students collect leaves and take rubbings from the bark of different trees; accompanying information is provided on tombstone rubbings; (3) at Sandy Hook Park, students collect sea creatures found along the shore and visit historical fortifications and a lighthouse; instructions are presented for sand casting and goyataku, Japanese fish printing; and (4) at Holmdel Park, students take a canoe trip and make a pond study; learning activities are provided on the water cycle, survival on a desert island, and creating a flotsam and jetsam display board. (EJV)

ED 281 649 PS 016 515

Anderson, Sarah L.; Fulton, Arlene M.
Monetary Concepts of Male and Female Kindergartners.
PUB DATE- 26 Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Association for Children under Six (Memphis, TN, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Concept Formation; *Consumer Education; *Kindergarten Children; Primary Education; Sex Differences
IDENTIFIERS- Developmental Patterns; *Monetary Concepts Task Test (McCarty); *Money Skills
This study examined the abilities of kindergarten children on the four tasks of McCarty's (1967) Monetary Concepts Task Test. The sample was composed of 96 kindergarten children in a rural Oklahoma community. Nearly equal numbers of boys and girls participated in the study. Monetary tasks measured were the ability to (1) identify coins as money, (2) identify coins by name, (3) identify the value of coins, and (4) determine equivalent values of coins. Findings indicated that boys and girls differed only in their ability to identify the value of coins. Chi-square analysis indicated that kindergarten children were significantly more likely to identify the nickel and dime coins by name than by value. No significant difference was found in the children's ability to identify the penny, quarter, or half dollar by name or value. Implications and recommendations for curriculum content, design, and review, and for future research are briefly indicated. (RH)

ED 281 690 RC 016 199

The CDCC's Project No. 7: "The Education and Cultural Development of Migrants." Final Report of the Project Group.
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(86)6
PUB DATE- 28 Nov 86
NOTE- 109p.; Report presented at the CDCC's Project No. 7 Final Conference (Rotterdam, Netherlands, April 7-11, 1986). For other reports on this project, see RC 016 171 and RC 016 198.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Interrelationships; *Cultural Pluralism; Definitions; *Educational Change; Educational Cooperation; Educational Philosophy; Educational Planning; *Educational Policy; Educational Trends; Ethnic Relations; Foreign Countries; Intercultural Programs; *Migrant Education; *Migrants; Minority Groups; *Multicultural Education; Role of Education; Sociocultural Patterns
IDENTIFIERS- Council for Cultural Cooperation (France); *Europe

The final report of a project group representing the 18 member countries of the Council of Europe Council for Cultural Co-operation investigates education and cultural development of migrants. The report discusses methodology and reasons for selecting an intercultural approach to migrant education in terms of interculturalism's basic elements: society is multicultural and will become more so, each culture has its own specific features to be respected, and multiculturalism is a potential asset if communication and interaction occur among all cultures without obliterating the identity of any culture. The report establishes facts/trends of European immigration; demonstrates how immigration transforms social/cultural environments and challenges education systems; clarifies concepts such as culture, multicultural education, ethnic identity, negotiability of values, and integration/social cohesion; discusses prerequisites for success of educational/cultural projects; and identifies ideal settings and principal agents for implementing immigrant education projects. A summary of the group's work includes predictions and implications for future development of migrant education including emergence of transcendent cultural forms and increased opportunities for social promotion resulting from better education/economic situations. The report offers recommendations for intercultural education and follow-up activities to this project. A glossary of immigration terms, an interim report explaining the choice of the intercultural approach, and lists of project members, documents, and meetings are appended. (LFL)

ED 281 703 RC 016 225

Christner, Catherine, Ed.
AISD Needs Assessment for 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85.36
PUB DATE- Mar 86
NOTE- 66p.
AVAILABLE FROM- Office of Research and Evaluation, AISD, 6100 Guadalupe, Box 79, Austin, TX 78752 ($1.00 plus $1.00 for postage)
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Failure; Compensatory Education; Coordination; Discipline; Dropout Rate; Educational Cooperation; Elementary Secondary Education; Limited English Speaking; Low Income Groups; *Migrant Education; *Needs Assessment Policy Formation; Preschool Education; Program Budgeting; Program Development; Program Evaluation; *Remedial Programs; *School District Spending; School Holding Power; *Special Education; *Student Needs
IDENTIFIERS- *Austin Independent School District TX; Texas (Austin)
This needs assessment was prepared to aid in budget planning of special/compensatory/remedial programs in the Austin (Texas) Independent School District (AISD). District data and student needs were examined for 1986-87 in 10 categories: prekindergarten classes, limited English proficiency, migrant status, special education, student dropouts, students retained, number of "F" grades given, areas indicated by districtwide achievement test results and by statewide basic/minimum skills assessment results, and discipline data. Schools having a high concentration of students from low income groups and with low achievement test scores were discovered. Availability of special/compensatory programs at each school and areas of overlap among programs were surveyed. Areas in which student needs were not being met were summarized including lack of funds to provide adequate level of compensatory help, district focus on elementary reading improvement to detriment of mathematics improvement, failure of several thousand low achieving students to receive compensatory services, and high levels of unmet needs among grade 9 students. Prekindergarten benefits were found to exceed program costs and program overlap was found to be significant. Figures throughout the text present data; program contact persons are listed. (LFL)

ED 281 493 IR 012 609

Caffarella, Edward P.; And Others
West Campus Academic Computing Needs Assessment, Spring 1986.
Virginia Commonwealth Univ., Richmond. School of Education.
PUB DATE- 3 Jul 86
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Higher Education; Local Area Networks; Microcomputers; *Needs Assessment; Resource Allocation; School Surveys
IDENTIFIERS- *Academic Computing; Computer Resources; Virginia Commonwealth University
Needs for academic computing services on the West Campus of Virginia Commonwealth University are assessed in this report, which presents data collected by a survey of department chairpersons in five areas: (1) campus-wide needs; (2) general trend in the use of academic computing services; (3) level of need being met; (4) needs for each school or college; and (5) needs for individual departments. It was found that the West Campus departments want more convenient access to computer resources, services that will support writing and publishing, and support for the use of microcomputers. The needs assessment instrument, a glossary, raw scores for the current survey, and data from a 1983 needs assessment are appended. (MES)

ED 281 635 PS 016 496

Lee, Irene K.
Joys of Grandparenting.
Arkansas Univ., Fayetteville, Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
REPORT NO.- FSHEI27-4M-10-85
PUB DATE- Oct 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Family Involvement; *Family Life; *Family Relationship; *Grandchildren; *Grandparents
This brief publication offers advice to grandparents on their interactions with their grandchildren. Discussion first focuses on problematic aspects of the grandparenting role and then explores ways grandparents can improve the lives of children and ways grandchildren can improve the lives of grandparents. Readers are urged to use the suggestions offered to gain more from the grandparenting experience. (RH)

ED 281 409 HE 020 113

Morrison, David
Issues in Canada's Official Development Assistance Policies and Programs. A Submission to the Standing Committee on External Affairs and International Trade.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
PUB DATE- Dec 86
NOTE- 54p.
AVAILABLE FROM- Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario, Canada KIP 5N1.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Developing Nations; Distance Education; *Economic Development; Financial Support; Foreign Students; Higher Education; *International Educational Exchange; *Labor Force Development; Program Administration; *Research Projects; *Technical Assistance; Technology Transfer
IDENTIFIERS- *Canada
Canada's Official Development Assistance (ODA) program is discussed, along with the contributions that universities can offer. Issues include: (1) the rationale and goals for Third World aid programs; (2) priority projects and areas of the world; (3) whether political and economic interests should be reflected in aid programs; (4) decision-making authority; (5) aid from the private sector; (6) ODA program evaluations; and (7) the level of government support. The contributions of universities to ODA policy-making, policy and program assessment, and research directed toward strengthening national aid performance are considered. Ways that universities participate in international development cooperation are discussed: university teaching programs, specialized administrative units that coordinate development projects, linkages between Canadian universities and developing country institutions, new techniques and technology transfer, distance education, and research and publications. Additional suggestions for university involvement with ODA concern increased effectiveness, educating Third World students in Canada, and strengthening research and teaching capabilities, and a new initiative in distance education. (SW)

ED 281 479 HE 020 383

Gonzalez-Hernandez, Judith
The Relationship of Chicano Students' Perceptions of the Soundness of Evaluations to Academic Self-Efficacy and Academic Effort: A Test of a Path Analytic Model. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). Part of a larger study sponsored by the Center for Research on Women at Stanford University and supported by the Ford Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *College Students; Higher Education; *Mexican Americans; Models; Path Analysis; Performance; *Self Concept; *Self Evaluation (Individuals); *Time on Task
IDENTIFIERS- *ASHE Annual Meeting; Chicanas; Chicanos
A study using multivariate analysis investigated how self-judged academic effort among Chicano college students is directly affected by academic self-efficacy. Also examined were the indirect effects of students' perceptions of the soundness of the evaluation system on self-judged academic effort, and the effects of school context on effort. A total of 508 female and 160 male Chicano students attending colleges in California answered a mail questionnaire in fall 1980 or in early 1981. The five colleges ranged in selectivity from an open-door admissions community college to a highly selective private university. Two four-year state colleges and a University of California campus were also included. Academic effort was indicated by the number of hours spent per week doing homework, while academic self-efficacy was determined by having students rate how well they were able to study, write reports, and perform in other academic tasks. Tentative support was found for the role of evaluations and feedback in affecting self-assessment of one's capacities. While there were no gender differences in reported academic efficacy, there was a direct and significant link between socioeconomic status and academic self-efficacy. (SW)

ED 281 538 IR 051 880

Collective Bargaining. SPEC Kit 8.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Jun 74
NOTE- 119p.; For update of this SPEC Kit, see ED 251 068. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Collective Bargaining; Contracts; Employer Employee Relationship; Faculty College Relationship; Higher Education; Labor Demands; *Library Personnel; Library Surveys; *Personnel Management; *Research Libraries; *Unions; Universities
IDENTIFIERS- Association of Research Libraries

This Systems and Procedures Exchange Center (SPEC) kit is a collection of documents pertaining to collective bargaining in an academic environment. Three documents from the Academic Collective Bargaining Information Service are included: "Legal Principles of Public Sector Bargaining," "What's Actually in a Faculty Contract," and "Some Suggested Advantages and Disadvantages of Collective Bargaining." The collection also contains: (1) "Some Do's and Don'ts for Administrators when Discussing Unionization" (Syracuse University); (2) "Election Documentation" (University of Washington); (3) "Union Contract for Designated Library and Archives Supporting Staff Classifications" (University of Pennsylvania); (4) "Policy and Rules--Nonacademic--on Union Activity" (University of Illinois); and (5) "Agreement between Wayne State University and the Wayne State University Chapter of the American Association of University Professors" (Wayne State University). (KM)

ED 281 552 IR 051 897

Higgins, Adrian T.
Federal Information Policies: Their Implementation and Implications for Information Access. A Summary of the Proceedings of the Annual Federal Library and Information Center Committee Forum on Federal Information Policies (3rd, Washington, DC, February 12, 1986).
Federal Library and Information Center Committee, Washington, DC.
SPONS. AGENCY- Library of Congress, Washington, D.C.
PUB DATE- 86
NOTE- 34p.; For the proceedings of the second forum, see ED 266 779. Videotapes of the entire forum have been added to the Library of Congress collections.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; *Federal Regulation; *Government Publications; Information Dissemination; Information Retrieval; Information Sources; *Information Systems; Information Technology; *Policy; Technological Advancement; User Needs (Information)
IDENTIFIERS- *Information Policy; MEDLARS; Office of Management and Budget; Office of Technology Assessment; *OMB Circular A130

This Federal Library and Information Center Committee (FLICC) Forum on Federal Information Policies focused on the impact of OMB (Office of Management and Budget) Circular A-130, which revises administration policy on information dissemination and the use of automated systems by federal agencies. Introductory remarks by James P. Riley, Kent A. Smith, and William J. Welsh were followed by the keynote speech by George E. Brown, Jr., who opened the morning session with a discussion of Circular A-130 and the transformation of society through developments in the information field. Continuing the theme of information policies and public access, the session included speeches on executive branch initiatives on policy information (Franklin S. Reeder), freedom of information concerns (Harold C. Relyea), the interests of the Office of Technology Assessment (Frederick W. Weingarten), and Circular A-130 and technology-based issues (Thomas Giammo). The afternoon session, which focused on the theme of federal electronic information systems and access, included a description of the National Library of Medicine (NLM) automated system, MEDLARS (Donald A. B. Lindberg), an explanation and demonstration of the Electronic Data Gathering, Analysis, and Retrieval (EDGAR) system of the Securities and Exchange Commission (SEC) (Amy L. Goodman), a discussion of the impact of federal electronic information systems (Robert Gellman), and statements about the concerns of the information industry (David Y. Peyton) and information users (Eileen D. Cook). (KM)

ED 281 567 IR 051 919

Bobick, James E.
Collection Development Organization and Staffing in ARL Libraries. SPEC Kit 131.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 87
NOTE- 145p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Administrative Organization; Charts; Financial Support; Higher Education; *Library Collection Development; *Library Personnel; Library Surveys; *Occupational Information; Orientation Materials; Program Evaluation; Recruitment; *Research Libraries; Training; Trend Analysis
IDENTIFIERS- *Association of Research Libraries

Based on responses of 53 Association of Research Libraries (ARL) member libraries to a 1986 Systems and Procedures Exchange Center (SPEC) survey, this kit examines the changes in the organization and staffing of the collection development function in ARL libraries over the past 3 to 4 years. A concise summary discusses survey results, which indicated the prevalence of three basic trends: (1) continuing changes in the organization and staffing of collection development; (2) increasing emphasis on formal training and liaison with teaching faculty; and (3) growing interest in the development and execution of studies on the cost, performance, and analysis of the collection development/management function. Selected survey results are provided; and original documents submitted from ARL libraries include organization charts of 14 collection development units; vacancy announcements and position descriptions from 15 libraries; examples of orientation, training, and other aids from 10 libraries; and study reports from 3 libraries. A SPEC kit order form and evaluation form are also included. (KM)

ED 281 620 PS 016 471

Moshman, David
Children's First Amendment Rights: Legal and Empirical Issues.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; *Childrens Rights; Creationism; *Educational Practices; Elementary Secondary Education; Evolution; Moral Issues; *Public Schools; Religion; Textbook Selection; *Theories; Values
IDENTIFIERS- *Controversy; *First Amendment; Freedom of Association; Secular Humanism
Children should have the same First Amendment rights as adults except when it can be empirically shown that the children in question differ from minimally normal adults in relevant intellectual competencies and would, as a result, be likely to suffer harm if accorded full First Amendment liberties. In this paper, specific principles derived from this general perspective are proposed. Application of the principles raises empirical questions about the ability of children at various ages to critically analyze what they are exposed to, coordinate multiple points of view, distinguish the personal ideas and religious activities of classmates from government-endorsed values and quidelines, and understand their rights to form and express their own ideas and to act in accord with their own religious views. The proposed principles help identify the sorts of empirical evidence relevant to public school controversies, clarify how such evidence may be applied in a legal context, and highlight areas in which the need for further research is particularly critical. The principles are applied to controversies surrounding censorship of student expression, student freedom of association, selection and removal of textbooks and school library books, religion and prayer in public schools, secular humanism, evolution/creation, and values and morality in education. (RH)

ED 281 663 PS 016 532

Beal, Carole R.; Fleisig, Wayne E.
Preschoolers' Preparation for Retrieval in Object Relocation Tasks.
PUB DATE- Apr 87
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Performance Factors; *Preschool Children; Preschool Education; *Prompting
IDENTIFIERS- *Object Relocation Tasks; *Object Retrieval
The finding that young children do not prepare markers to help themselves relocate objects after a delay may have resulted from children's misunderstanding of the difficulty of unassisted retrieval. This study examined children's ability to recognize that they should prepare markers in two simplified object relocation tasks after they had been given a clear demonstration of the difficulty of the retrieval task. Older and younger preschool children relocated a felt pen and their toothbrush in sets of identical pens and toothbrushes. Children were first allowed to fail both tasks to emphasize the difficulty of unassisted retrieval, and were subsequently prompted to use available markers. Results showed that even when the task is simplified and children are aware of the retrieval problem, preschoolers do not always prepare available markers, although they are able to use markers to relocate objects after delays of 2 to 21 days. Preschoolers required several prompts to prepare markers to help themselves solve the relocation problem. Many children selected reminders that were not sufficiently specific. Children's alternative strategies for relocating the objects implied that they may sometimes fail to use markers because they overestimate their memory prowess. Older children who do prepare markers without prompting may still need to learn to select reminders that will be informative at a later time. (Author/RH)

ED 281 717 SE 047 911

Gold, Gerard G.
Employer-Sponsored Teacher Internships in Science and Math: A Part of Education Reform Strategy.
National Inst. for Work and Learning, Washington, D.C.
REPORT NO.- ISBN-0-86510-051-9
PUB DATE- 86
NOTE- 49p.
AVAILABLE FROM- National Institute for Work and Learning, 1200 18th Street, NW, Suite 316, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Patterns; *Inservice Teacher Education; *Internship Programs; Mathematics Instruction; *Mathematics Teachers; Multiple Employment; *Program Descriptions; School Business Relationship; Science Instruction; *Science Teachers; Secondary Education; Teacher Employment; *Teacher Interns

In 1981, an estimated 25% of the nation's secondary school teachers had summer jobs outside education. This report on the current status and future directions of employer-sponsored teacher internship programs has an underlying theme: that such programs can make a serious contribution to the career and professional development needs of teachers and to the quality of instruction. Chapter 1 considers how employer-sponsored teacher internships are connected to educational reform. The second chapter discusses the purposes of teacher internships. Eleven pioneer teacher internship programs are briefly described in chapter 3. Many of these programs focus on improving mathematics and science instruction; many also place a strong emphasis on communication skills. All rely heavily on the leadership and motivation of employers to improve scientific and mathematical understanding and competence. In chapter 4, replicability, sustainability, and expansion of these programs are considered. Finally, chapter 5 discusses new directions and next steps for teacher internships. Contacts and addresses for the 11 programs are listed in the appendix. (MNS)

ED 281 424 HE 020 295

Stambler, Howard V., Comp.
Report to Congress on an Analysis of Financial Disincentives to Career Choices in Health Professions.
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- Nov 86
NOTE- 68p.
AVAILABLE FROM- Health Resources and Services Administration, Bureau of Health Professions, Rockville, MD 20857.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Choice; Dentistry; Economic Factors; Financial Problems; Geographic Location; *Health Occupations; Higher Education; Incentives; *Labor Supply; *Loan Repayment; Medicine; Optometry; Pharmacy; Podiatry; Public Health; Public Policy; Specialization; *Student Costs; *Student Financial Aid; Student Loan Programs; Tuition
IDENTIFIERS- *Debt (Financial); Paying for College

Trends in expenses, financial assistance, and indebtedness for students studying health professions and the effects of financial considerations on career choice were examined. The objective was to determine financial disincentives to graduates of health professions schools that affect their choice of practice specialty or their decision to practice in an underserved area. Information that is needed to determine whether there are disincentives that affect the achievement of national health goals were also identified. The influence of economic factors on career choices of minority students was considered as well. The following health professions that are eligible for the Health Education Assistance Loan and/or the Health Professions Student Loan program were covered: medicine, osteopathic medicine, dentistry, veterinary medicine, optometry, podiatry, pharmacy, and public health. Additional loan and scholarship program awards were also considered. Data are provided by profession on the current status and recent trends in educational expenses (e.g., tuition, fees); mechanisms used by students to finance their education; debt levels; and trends in federal and nonfederal financial aid. Numerous tables and five pages of references are included. (SW)

ED 281 438 HE 020 342

Garland, Peter H.; Hunter, James Oliver
Evolution of Comprehensive State Planning for Higher Education. An Overview. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Accountability; *Change Strategies; *College Planning; Content Analysis; Economic Factors; *Educational Objectives; Educational Quality; *Educational Trends; Enrollment Trends; Higher Education; Master Plans; *Statewide Planning; Student Costs; Trend Analysis
IDENTIFIERS- *ASHE Annual Meeting
State plans for higher education since 1960 are considered, with attention to factors highlighted for attention in planning documents, goals established for the higher education planning process, and recommendations advanced to achieve those goals. A total of 63 comprehensive state plans for higher education were included: 7 state plans were developed in the 1960s, 26 plans were from the 1970s, and 30 were from the 1980s. The number and percentage are indicated for each issue, goal, and recommendation by broad topic area and decade. Planning documents in the 1960s focused on demography, enrollment, and issues related to expansion. In the 1970s, demography and enrollments and the expansion of opportunities to new student clienteles were important, along with higher education financing and the effects of the economy and labor market needs. College costs and the economy dominated in the 1980s, while demography and enrollment remained important. The most frequently cited goals in the 1960s and 1970s were accountability and efficiency. In the 1970s, the goals of access and diversity emerged, while quality was the predominant goal of the 1980s. (SW)

ED 281 452 HE 020 356

Lum, Glen; Alfred, Richard L.
Remedial Program Policies, Student Demographic Characteristics and Performance Outcomes in Community Colleges. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 90p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Community Colleges; Dropout Prevention; Educational Policy; Higher Education; Outcomes of Education; Predictor Variables; *Remedial Programs; *Student Characteristics; *Student Placement; Two Year College Students
IDENTIFIERS- *ASHE Annual Meeting
The effects of student characteristics and remedial program placement policy on academic achievement and other outcomes were studied at 10 Michigan community colleges. The study population consisted of 3,448 students enrolled in remedial writing at colleges with a compulsory remedial placement policy and 2,669 students enrolled in remedial writing at colleges with a voluntary placement policy. The influence of the following student characteristics was assessed: age, sex, race/ethnicity, residence, student status, educational level, high school grade point average (GPA), high school English grade, and financial aid. Outcomes were: GPA and grades in remedial writing and college English, credits earned and number of courses completed, and degree/certification completion. Students in voluntary programs tended to show higher achievement for short-term achievement measures (remedial and college-level writing course grades and GPA), while those in compulsory programs were more likely to be persisters and to perform effectively on measures identified as long-term outcomes. However, the factors of age and full-time or part-time status appeared to independently affect achievement and persistence. (SW)

ED 281 494 IR 012 610

The Status of Training and Supply of Media Specialists in South Carolina Public Schools.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Dec 85
NOTE- 15p.; Prepared by the Media Specialist Study Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Certification; Elementary Secondary Education; *Employment Patterns; Librarians; *Library Education; *Media Specialists; *Personnel Needs
IDENTIFIERS- *South Carolina

In recent years a number of school districts in South Carolina have reported difficulty in filling library/media specialist positions. There is concern that college and university programs may not be meeting current and potential needs for media specialists, as well as concern for the quality of library/media education. Undertaken in order to determine whether the library/media certification area should be considered an area of critical need, this study examined BEDS (Basic Education Data System) data on media specialists; certification requirements; library/media education in South Carolina schools; job vacancies; and state department of education activities. It was concluded that, although some shortage of media specialists does exist, it is not critical at this time. The most vital need is to improve the holding power for media specialists through improved working conditions and standards. Worksheets listing state requirements for certification as media specialist, media communication specialist, and media supervisor are attached. (MES)

ED 281 509 IR 012 628

Chow, Clement; And Others
Educational Technology's Major Success Story: A Review of Similarities, Differences, and Lessons Learned in Selected International Distance Learning Institutions.
PUB DATE- 26 Feb 87
NOTE- 20p.; Presentations made at the Annual Meeting of the Association for Educational Communications and Technology (Atlanta, GA, February 24-March 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developed Nations; *Developing Nations; *Distance Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Open Universities
IDENTIFIERS- Australia; China; Thailand; Turkey; United States
This report from the 1987 annual meeting of the Association for Educational Communications and Technology contains biographical data on the panelists in a session on selected international distance learning institutions and brief summaries of the following presentations: (1) "The Central Agricultural Broadcasting School of China" (Clement Chow); (2) "AUSSAT and All That! Reaching the Australian Outback" (Brian Fowler); (3) "Distance Education in Thailand: The STOU (Sukhothai Thammathirat Open University) Story" (George A. B. Moore); (4) "Distance Education in Turkey: The Open Education Faculty" (Karen L. Murphy and Marina Stock McIsaac); and (5) "Video-Supported Distance Education: A U.S.A. Historical Perspective" (James J. Zigerell). Background data are also provided for the Central Agricultural Broadcasting School of China, the School of the Air (Queensland, Australia); Sukhothai Thammathirat Open University (Thailand); and the Turkish Open Education Faculty. (MES)

ED 281 580 JC 870 196

Data and Characteristics of the Illinois Public Community College System, April 1987.
Illinois Community Coll. Board, Springfield.
PUB DATE- Apr 87
NOTE- 134p.; Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; *Community Colleges; Construction Programs; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; School Personnel; State Surveys; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1986 and part of FY 1987, are presented in this report on the system's students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material provides a summary profile of the colleges, a map of the college districts, and a listing of institutions, section I presents tables showing student characteristics, including headcount data for fall 1986 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status; proportions of district populations served; headcount data for fall 1977 through fall 1986; and a summary of grants to disadvantaged students. Section II offers faculty and staff data, including information on instructional faculty, administrative staff, non-teaching professional staff and classified staff for fall 1986; average base salaries; average class size; and percentage of classes by size categories. Section III presents program data, including an inventory of curricula offered in the Illinois colleges; degrees and certificates awarded; and occupational programs. Section IV provides financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V contains data on facilities and college construction. (EJV)

ED 281 593 JC 870 214

Seidner, Mae; Jones, Allison
Curriculum Guide: A Guide for Curriculum Development in the Los Angeles Community Colleges.
Los Angeles Community Coll. District, Calif.
PUB DATE- Apr 87
NOTE- 74p.; Prepared by the Office of Educational Policy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Community Services; Course Evaluation; *Credit Courses; *Criteria; *Curriculum Development; Curriculum Guides; *Noncredit Courses; *Program Development; *Program Validation; Two Year Colleges

Designed to facilitate program and course approval and reporting processes within the Los Angeles Community College District (LACCD), this curriculum guide provides criteria, regulations, and procedures, reflecting the California Education Code and Title 5 Administrative Code. Following introductory comments, part I details procedures for developing new courses or changing existing ones and for completing the proposed new course request form; standards and procedures related to criteria for transfer of baccalaureate-level courses; procedures for completing the course change and course reinstatement request forms; and a standard module request form. Part II describes the process for the development and approval of new educational programs. Part III discusses the development and approval of noncredit programs and the procedure for completing the application for approval of new noncredit courses. Finally, part IV presents standards and criteria for community service classes. Appendices include relevant forms, detailed procedures, an explanation of the California Articulation Number System, and a glossary of terms. (LAL)

ED 281 636 PS 016 497

Lee, Irene K.; Phillips, Marjorie M.
Families on the Grow.
Arkansas Univ., Fayetteville, Cooperative Extension Service.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 85
NOTE- 67p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; Correspondence Study; Eating Habits; *Family Life Education; Nutrition; *Parent Education; *Parenting Skills; *Parent Materials; Parent Responsibility; Postsecondary Education

This correspondence course was designed to help parents better understand their growing children and themselves as parents. The introduction briefly sketches the importance of the family in child development. Each of the five illustrated lessons contains 7 to 12 pages on one aspect of family life. Each lesson contains a set of objectives, a lesson, a summary of its main points, and a 1-3 page assignment. The first lesson encourages parents to look at themselves, their needs, values, and decision-making processes; discusses the responsibilities and emotional demands of parenthood; and lists characteristics of a good parent. Lesson II discusses the qualities of an enriched environment, the personal and financial responsibilities of parenthood, prenatal nutrition, and the importance of both parents' involvement in child care. Lesson III discusses the importance of helping children develop good eating habits and of providing good nutrition for the family, and points out the social and emotional learning which occurs at mealtime. Lesson IV focuses on the parents' role in the physical and emotional growth of children, and suggests ways to minimize children's eating problems during meals. Lastly, Lesson V discusses various aspects of the social environment of the home which influence the development of children. Also included are a questionnaire on various aspects of being a parent and an evaluation of the course. (BN)

ED 281 678 PS 016 620

Reid, Molly; And Others
Dialogues with Children: The Child as Reporter for Family and Self.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Attitude Measures; *Childhood Attitudes; *Children; *Data Collection; Dialogs (Language); *Family Environment; Family Life; Family Structure; Measurement Techniques; Research Methodology; *Self Concept; Sex Differences
Five child report measures were developed in order to gather systematic information about children's perceptions of themselves, their parents, and their families as a whole. The measures used a dialogue format, had parallel adult versions, and were designed for children's descriptive capacities. The five dialogues concerned (1) My Family and Friends; (2) What I Am Like and What I Think of Others in My Family; (3) What Is Important in My Family; (4) Ways to Get Chores Done in My Family; and (5) Ways My Family Helps Me with School. Preliminary descriptive findings for 100 children from an ongoing study of 500 families revealed that children's reports were a rich source of information about family life. Developmental, sex, and ethnic differences were found. The priority of family goals differed for children from single parent versus two parent homes. Of special methodological interest were analyses relating the child ratings of how good he or she feels when interacting with each parent to (1) parent ratings, (2) direct observations of behavior patterns, and (3) types of affect, especially positive affect, expressed within the family as a whole. Discussion focuses on the potential of combining child report with direct observation to specify behavioral components associated with "successful" family and child outcomes. (RH)

ED 281 335 EC 192 432

Rodriguez, Fred
Professional Teacher Preparation in the Motor Performance Assessment of Handicapped Students. Final Performance Report.
California State Univ., Long Beach.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 86
NOTE- 181p.; A product of the Department of Physical Education. Some pages may not reproduce well due to faint or reduced type.
GRANT- G008301776
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adapted Physical Education; *Disabilities; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Individualized Education Programs; Individualized Instruction; Inservice Teacher Education; *Limited English Speaking; Motor Development; Perceptual Motor Learning; Physical Fitness; Preschool Education; *Psychomotor Skills; *Student Evaluation; Teacher Workshops; Videotape Cassettes
IDENTIFIERS- California
This report summarizes activities of a three-year project whose major goals were as follows: (1) Developing an individualized modular program for inservice professional preparation of physical educators and other professionals in the motor performance assessment of handicapped students whose primary language is English, Spanish, or Vietnamese; (2) Assisting teachers in identifying and assessing handicapped students (including those who are limited English proficient); (3) Increasing the assessment competency level of teachers and clinicians so that they may develop individualized education programs (IEPs). Learning modules were developed using manuals and videocassettes narrated in English, Spanish, and Vietnamese. Assessment topics covered include procedural placement, IEP design, material selection, and methods for recording student progress in motor ability, physical fitness, skill development, and perceptual motor functioning. Inservice workshops were conducted with 168 teachers in seven locations in California. Follow-up consultations were conducted with 50 of the teacher trainees and took place after an interval of 10 to 18 months. Data collected during an evaluation phase suggested that both the individualized instructional approach (using videocassettes) and the traditional workshop format were effective in significantly improving mean knowledge scores. Three appendices, comprising nearly half the document, provide detailed data on the characteristics and performance of individual workshop participants. (JW)

ED 281 349 EC 192 446

Wilbert, Karen M.; Albritton, Evelyn G.
Communication Interaction and Implications for Handicapped Individuals.
PUB DATE- Sep 86
NOTE- 35p.; Paper presented at the Biennial International Conference on Augmentative and Alternative Communication (4th, Cardiff, Wales, United Kingdom, September 22-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Aids (for Disabled); *Communication Disorders; *Communication Skills; Daily Living Skills; Evaluation Methods; *Interpersonal Communication; Intervention; Language Acquisition; Parent Child Relationship
IDENTIFIERS- *Augmentative Communication Systems
The paper reviews normal communication skills in infants, young children, and adults from the perspective of barriers to communication interaction and implications for handicapped individuals. The communicative competence construct is described, noting the complex relationship between verbal and nonverbal behavior. Parental response to a child's communicative intent, as well as related aspects of parent-child interaction, such as game playing and turn-taking, are particularly critical to the development of the child's system of communication. Barriers to successful interaction between communicatively impaired individuals and others include (1) problems related to the handicapping condition (e.g., learned helplessness, uncontrolled physical movement, fixed communication zones, difficulties with voice quality, pitch, and intensity); and (2) problems related to the augmentative device (e.g., positioning, rate of transmission, training of communicative partners). Assessment should include evaluation of common deficiencies as well as communicatively adaptive and functional behaviors. A variety of intervention strategies are described, including contingency intervention, buddy training, and attitudinal training. The process of successful communicative exchange depends on technical as well as functional competence in the use of augmentative communication devices, and on direct participation by both the augmentative communication devices, and on direct participation by both the communicative system user and important others in the environment. (JW)

ED 281 365 FL 016 642

French as a Second Language. Supplementary Learning Resources.
Alberta Dept. of Education, Edmonton. Language Services Branch.
PUB DATE- 86
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communication Skills; Communicative Competence (Languages); Cultural Background; *Cultural Education; Cultural Enrichment; Elementary Secondary Education; Foreign Countries; *French; *Instructional Materials; *Language Enrichment; Learning Activities; *Resource Materials; Second Language Instruction; Textbook Evaluation
IDENTIFIERS- Alberta

The updated version of a 1978 resource guide contains citations and annotations of print and non-print supplementary resources appropriate for Alberta's elementary and secondary program in French as a second language (FSL). The resources identified may be used for remediation, enrichment, and reinforcement of program content. The selection includes materials meeting the following criteria: are useful in a variety of FSL programs; have themes, vocabulary, expressions and activities appropriate to the age and level of language learning of the students; include content and activities that provide for the development of positive attitudes toward the French language and culture; depict aspects of French community life in Canada and other countries; are current, accurate, and free of bias; develop all language skills; are adaptable to a variety of teaching and learning styles; have an appealing physical format; and are reasonably priced, durable, and readily available. Items are presented in five categories: communication skills development, cultural learning resources, non-print learning resources, professional references, and general references. Each citation contains bibliographic information, price rating, quality rating, and recommended grade level(s). Publisher and distributor addresses are also included. (MSE)

ED 281 380 FL 016 657

Cohen, Andrew D.
Testing Linguistic and Communicative Proficiency: The Case of Reading Comprehension.
PUB DATE- Apr 87
NOTE- 43p.; Paper prepared for R. L. Politzer Festschrift, "Perspectives on Second Language Teaching," H. B. Altman, Ed.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communicative Competence (Languages); Computer Assisted Testing; *Language Proficiency; *Language Tests; Linguistic Competence; *Reading Comprehension; Reading Strategies; *Test Format; Testing Problems; Test Use; Test Validity; Test Wiseness
Current issues in the literature on the testing of linguistic and communicative proficiency are reviewed and discussed in relation to reading comprehension testing. Several theoretical issues in language testing are discussed, including testing purposes and test validity. Areas of concern regarding methods of testing reading comprehension are then considered. These include the types of reading to be tested, tapping comprehension at different levels of meaning, comprehension skills, and testing methods (language of response, cloze and C-tests, communicative tests, computer-adaptive testing). The discussion concludes with a look at strategies used by test-takers in dealing with reading comprehension tests, and their implications for test development. A seven-page reference list is appended. (MSE)

ED 281 396 HE 019 672

Rossiter, Jean F.
The Cost of Assessing. An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-18-4
PUB DATE- May 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Educational Assessment; *Educational Testing; *Fees; *Foreign Countries; Postsecondary Education; *Program Costs; *Student Evaluation
IDENTIFIERS- *England; Wales

Results of a study of the costs of examinations in further higher education (FHE) in England and Wales are presented, based on a survey of 12 FHE institutions, 6 local education authorities (LEAs), and a number of examining bodies. After a brief review of the system of assessment in England and Wales, attention is directed to the range of fees paid by examining boards to examiners and moderators, and the fees they charge to candidates. Examples are provided of costs and fees associated with examinations. LEA policies and systems associated with examinations are also examined. Conclusions include: generally, an increasing number of students undertake some form of assessment (e.g., skills tests, continuous assessment, achievement records); examining bodies are willing to fill any gap in a student's education with some recognized certificate of achievement; the system of assessment in further and higher education is complex, competitive, expensive, and uncoordinated; colleges are finding it increasingly difficult to advise students and to match the available assessment opportunities to their particular needs; and the costs of assessment appear to be rising more than the rate of inflation. (SW)

ED 281 466 HE 020 370

Hammond, Martine F.; And Others
Mandated Program Review and Program Discontinuance: Qualitative vs. Quantitative Standards. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Board of Education Policy; *College Programs; Decision Making; Educational Policy; *Evaluation Criteria; Government School Relationship; Higher Education; Masters Degrees; *Program Evaluation; *Program Termination; Standards; *State Boards of Education
IDENTIFIERS- *ASHE Annual Meeting

Internal and external pressures that affect college program discontinuance schemes were investigated, based on minutes of the Kansas State Board of Regents and three other government-related groups/subgroups. During 1972-1986, a total of 206 programs were merged or discontinued. In 1972 a policy was enacted whereby masters programs that had awarded an average of fewer than two degrees annually in the previous 5 years were discontinued, as were educational specialists programs awarding fewer than 1.5, and doctoral programs producing less than one graduate. In 1973, 61 graduate degrees were discontinued, and within 3 years 32 additional programs were dropped. In 1982 a new model of academic program review provided for 5-year cycles of evaluation and stopped protecting certain programs. During 1982-1986, 12 associate and 32 general studies degrees were discontinued. During 1972-1986, 88% of the programmatic actions resulted from the 1972 quantitative policy, while 69% of the actions resulted from the 1982 qualitative program review policy. The quantitative policy tended to remove obsolete degrees or programs, while the qualitative discontinuance decisions tended to result in consolidation, merger, and/or retraction. (SW)

ED 281 524 IR 012 646

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
New Frontiers in Educational Technology: Trends and Issues. Proceedings of the Conference of the University/Urban Schools National Task Force (8th, San Francisco, California, November 14-15, 1986).
City Univ. of New York, N.Y. Graduate School and Univ. Center.
PUB DATE- 87
NOTE- 90p.
AVAILABLE FROM- Dr. Richard M. Bossone, Graduate School of The City University of New York, 33 West 42nd Street, New York, NY 10036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Courseware; Educational Legislation; *Educational Technology; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; Information Retrieval; *Microcomputers; Online Systems; Professional Associations; Publishing Industry; Research Needs; Teacher Attitudes; Videodisks; *Videotape Recordings
IDENTIFIERS- American Telephone and Telegraph Company; Information Skills; Software Development

The papers in this collection of presentations at a conference of the University/Urban Schools National Task Force address topics on trends in educational technology and issues in teaching with educational technology. The following papers are included: (1) "The Appropriate Use of Technology in Education" (James E. Dezell, Jr.); (2) AT&T and the Future of Educational Technology" (James P. Burke); (3) "The School of the Future" (Judith Johns Hubner); (4) "The Past as Invitation: The Video Encyclopedia of the 20th Century" (Roger B. Fransecky); (5) "Information Retrieval and the Computer" (Ronald J. Boehm); (6) "Technology and the Student's Education" (John Vasconcellos); (7) "American Federation of Teachers' Perspective" (David H. Florio); (8) "National School Boards' Perspective" (James A. Mecklenburger); (9) "A Professor's Perspective" (Alfred Bork); (10) "A Publisher's Perspective" (Richard Robinson); and (11) "Educational Technology in California" (Bill Honig). A concluding statement by Fred Hechinger and a list of conference participants are also provided. (MES)

ED 281 606 JC 870 252

Grant, David
The Topic Is Sandy Hook: A Program for Gifted and Talented Students at Sandy Hook.
Brookdale Community Coll., Lincroft, N.J.
PUB DATE- 87
NOTE- 81p.; Developed by the Monmouth County Gifted and Talented Program Coordinating Council, Monmouth County School Districts, and the Monmouth County Office of Education.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Field Instruction; Field Trips; *Gifted; Learning Activities; *Natural Resources; *Outdoor Education; Parks; Special Education; *Wildlife
"The Topic Is Sandy Hook" is an experiential 10-week program designed to provide special opportunities and educational experiences for 6th to 10th grade gifted and talented students. Sandy Hook, a natural resource in Monmouth County, New Jersey, is unique in its physical and historical features and provides an exceptionally rich environment in which students can explore and develop learning experiences related to energy, history, environment, engineering, marine science, aesthetics, and natural history. The guiding principle behind this program is discovery through varied activities, with each student having new and different learning experiences. Designed for teachers and students involved in the program, this guidebook includes information on criteria for selecting students, supervision, grading, transportation, emergency plans, equipment and clothing, weather, and first aid. For each unit in the program, informational and instructional materials for the students are presented, along with quizzes, follow-up suggestions, and homework assignments. The units are: (1) Diving into Marine Science; (2) Meeting Marine Life; (3) Marshes--The Most Productive Places in the World; (4) Down to the Sea in Ships; (5) Barrier Beach Botany; (6) Water and Waves; (7) The Moving Beach; (8) The Battle of Sandy Hook; and (9) S.O.S.--Save Our Shoreline. A variety of optional activities are also included. (EJV)

ED 281 650 PS 016 516

Holden, George W.; Ritchie, Kathy L.
Patterns of Maternal Behavior--Revisited.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Classification; *College Students; Comparative Analysis; Computer Simulation; *Mothers; *Parent Child Relationship; *Preschool Children; Research Methodology; Research Problems
IDENTIFIERS- *Parent Behavior Rating
This study was designed to look for patterns of parental behavior by assessing styles of child rearing in a novel way--through responses on an interactive computer program simulating an average day in the life of a mother and a preschooler. Presented to each subject (39 mothers of preschoolers and a control group of non-mothers) were 30 common child rearing problems to which subjects selected a response. Response options were designed to reflect authoritarian, authoritative, permissive, and uninvolved patterns. Nulliparous women responded to a fictive child, described to half the group as male. No consistent patterns of responses were subsequently detected: both mothers and non-mothers selected responses characteristic of the three basic child rearing patterns, often in equal proportions. Mothers responded differently from non-mothers on one-third of the questions. Results indicate that a simple typology of parental behavior may be inaccurate and suggest that parental behavior is flexible and modifiable, and that differences in maternal styles of child rearing are more subtle than had previously been described in the literature. (RH)

ED 281 664 PS 016 533

Zahn-Waxler, Carolyn
Problem Behaviors in Young Children.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Antisocial Behavior; *Depression (Psychology); *Infants; Interpersonal Relationship; Longitudinal Studies; Mental Disorders; Models; Mothers; Parent Influence; Peer Relationship; *Personality; Personality Development; Play; *Predictor Variables; *Self Control; Sex Differences
IDENTIFIERS- Dependency (Personality)
Early personality and environmental characteristics that predict later problematic aggression and depression in children were investigated longitudinally. A developmental psychopathology approach was taken. (This approach assumes that patterns of adaptation and maladaptation in development can best be understood when explored simultaneously and with a focus on individual variability.) A total of 50 children 2 years of age were observed on three occasions in interactions with a familiar peer in a laboratory setting. Patterns of undercontrol and overcontrol were observed, as were positive social skills. Children's social skills and problems were observed 3 years later in peer interaction settings, and psychiatric and psychological evaluations were conducted. Half of the sample had mothers ill with depression. Findings revealed that high levels of aggression and dependency at the age of 2 were significant predictors of antisocial behavior and depression when children were 6 years old. Patterns of prediction were strongest for aggression. But precursors of later depression were also identifiable in children's very early play patterns, and significant relations between aggression and depression were found. Problematic behaviors were more frequent and stable over time for boys than for girls. Maternal depression was a major correlate of continuity of behavior problems over time. Concluding remarks present a working model of early personality development and suggest directions for future research. (Slides accompanied the presentation of this paper; appended are a chart and six bar graphs analyzing behaviors depicted in four slides.) (RH)

ED 281 691 RC 016 200

Portable Assisted Study Sequence P.A.S.S. A Program of Migrant Education: 1985-86 Interstate Report.
Fresno County Office of Education, Fresno, CA.
PUB DATE- Nov 86
NOTE- 38p.; For related documents, see ED 266 887 and ED 269 193.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age; *Correspondence Study; *Enrollment; Ethnicity; High School Students; Interstate Programs; *Migrant Education; Migrant Programs; *Migrant Youth; Program Effectiveness; Secondary Education; Sex; *State Programs
IDENTIFIERS- Arizona; Arkansas; California; *Credit Accrual; Illinois; Indiana; Michigan; Montana; New York; Ohio; Oregon; *Portable Assisted Study Sequence Program; South Dakota; Washington; Wisconsin

The report summarizes data on the usage of Portable Assisted Study Sequence (PASS) courses throughout the United States during the 1985-86 school year. Overall usage data on number of students, courses enrolled, units completed, number of graduates assisted, and semester units granted are reported by status--interstate, intrastate, and former--ethnicity, grade level, gender, and approximate age. Historical overview of PASS programs and usage data are reported collectively and individually for the following states: Arizona, Arkansas, California, Montana, New York, Oregon, Washington, Wisconsin, and for the Central Stream PASS/Mini-Pass participants--Illinois, Indiana, Michigan, Ohio, and South Dakota. Results are incomplete for some states but the basic data are comparable across the states. Similar patterns are found in course enrollments and completions. Results indicate that the PASS Program received extensive use with over 4,000 students enrolled in nearly 7,000 courses and completing over 12,500 course units to earn over 1,000 semester credits. Students graduating while receiving credit from PASS coursework numbered 806. Tables in the text present usage data. (LFL)

ED 281 704 RC 016 226

Curiel, Herman
Legalizing the Status of English: A New Form of Oppression for Language Minority Groups.
PUB DATE- Mar 87
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwestern Social Science Association (65th, Dallas, TX, March 18-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Bilingual Education; *Civil Rights; Constitutional Law; Cultural Differences; *Cultural Pluralism; Democratic Values; Elementary Secondary Education; English (Second Language); Ethnic Groups; *Language Attitudes; *Language Planning; Minority Groups; Non English Speaking; Public Policy; Social Environment; Social Workers; *United States History
IDENTIFIERS- English Language Amendment; *English Only Movement; *United States Constitution
The English-only movement, which promotes a Constitutional Amendment that would make English the official language of the United States, represents a threat to the Constitutional rights of non-English speaking citizens. This nation's founders--faced with a linguistically and culturally diverse population--did not see a need to mention language choice at all either in the Declaration of Independence or the Constitution. From the colonization period to World War I, bilingual schooling was common. World War I fostered nationalism and isolationism in the United States, and the existing cultural pluralism shifted toward cultural assimilation. The modern revival of public bilingual education in the United States evolved in the 1960's in the context of minority rights. The 1980's have seen a return to nationalism, isolationism, and low tolerance for cultural differences. In this political climate, a small but growing group of legislators, backed by a private organization known as U.S. English, has launched a campaign to eliminate the public use of non-English languages. The English-only proponents are not just fearful--they are confused, and they have not learned from history. What keeps the U. S. society together is tolerance for cultural, religious, social, political, and even linguistic differences. (JHZ)

ED 281 718 SE 047 912

Yee, Doris K.
Family Decision-Making, Classroom Decision-Making, and Student Self- and Achievement-Related Attitudes.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Decision Making; Educational Research; *Family Influence; *Family School Relationship; Mathematics Instruction; School Involvement; Secondary Education; *Secondary School Mathematics; *Self Concept; *Student Attitudes; Surveys
IDENTIFIERS- Mathematics Education Research
A survey of 3,246 adolescents was conducted during mathematics classes in order to explore the influence of congruent family and classroom decision-making environments on student achievement, and to examine the extent to which home environments influence adolescents' perceptions of ideal decision-making opportunities in school. Opportunities to participate in decision-making at home had consistent positive effects on student mathematics- and school-related attitudes, mathematics grades, and general self-esteem. Such prerogatives in school had fewer, though still positive, effects. Students who had opportunities to participate in decision-making in one environment but not the other reported more positive attitudes than students without such opportunities in both environments. Students with few decision-making opportunities in both school and home reported the most negative attitudes, while those with such opportunities in both places reported the most positive attitudes. Findings are discussed in terms of possible compensatory effects of having decision-making prerogatives in one environment but not the other. Further studies are needed to identify factors contributing to students' beliefs about ideal decision-making environments in school. (MNS)

ED 281 410 HE 020 118

Code of Ethics.
Association of College Unions-International, Bloomington, IN.
PUB DATE- Jul 85
NOTE- 8p.
AVAILABLE FROM- Association of College Unions-International, 400 East Seventh Street, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Responsibility; *Codes of Ethics; College Stores; Cultural Activities; *Employment Practices; Extracurricular Activities; Higher Education; Leadership Qualities; *School Business Officials; Standards; Student Organizations; *Student Unions

The code of ethics for the college union and student activities professional is presented by the Association of College Unions-International. The preamble identifies the objectives of the college union as providing campus community centers and social programs that enhance the quality of life for members of the academic community. Ethics for relationships with students concern treating students as individuals, recognizing multiculturalism and encouraging diversity in programs and club memberships, and following ethical principles when conducting research dealing with human subjects. In the area of employment, attention is directed to: affirmative action, hiring practices, employment contracts, accurate portrayal of credentials, references, evaluation of human resources, confidentiality, and work environment. Additional areas of concern are: supporting the institutional mission, nondiscrimination, accuracy of information, management of institutional resources, legal authority and social codes, conflicts of interest, contracting with outside agents, limitations of professional competencies, professional development, and relationship with colleagues and students. (SW)

ED 281 480 HE 020 384

Birnbaum, Robert
The Latent Organizational Functions of the Academic Senate: Why Senates Don't Work but Won't Go Away. ASHE 1987 Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 45p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Governing Councils; *Faculty College Relationship; *Governance; Higher Education; Models; *Organizational Effectiveness; *Organizational Theories; Political Influences; *Teacher Administrator Relationship
IDENTIFIERS- *ASHE Annual Meeting

The roles of academic senates in university organization are discussed. Three symbolic purposes that academic senates may fill are considered first: they may symbolize institutional membership in the higher education system, collective and individual faculty commitment to professional values, and joint faculty-administration acceptance of existing authority relationships. Serving on the academic senate can confer status that protects the institution from two disruptive elements, informal leaders and organizational deviants. Since academic senates typically take a long time to make decisions, complicated problems that administrators prefer not to tackle can be directed to the senate, where the problem goes into an organizational "deep freeze." Since most items that someone wants discussed by the senate are never acted upon, the use of the senate as an attention cue is a good way to allocate attention. The senate, by inhibiting the propensity to change that increasingly characterizes the administration, serves as a major element in the homeostatic process of organizational conservation. Other roles of the senate include: a personnel screening device, a ritual and pastime, and scapegoat. These functions of the senate are considered in the context of the model of organized anarchy. (SW)

ED 281 539 IR 051 881

Leave Policies in ARL Libraries. SPEC Kit 10.
PUB DATE- Jul 74
NOTE- 65p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; Holidays; *Leaves of Absence; Library Personnel; Library Surveys; *Personnel Policy; *Research Libraries; *Vacations
IDENTIFIERS- Association of Research Libraries; *Sick Leave

This publication comprises a summary of vacation and sick leave policies in Association of Research Libraries (ARL) member libraries and representative leave policies from 12 ARL libraries. Statistics compiled from an examination of leave policies from 50 ARL member libraries provide information about number of days' vacation, length of service before earned vacation may be used, amount of leave accumulation permitted, number of days' sick leave, amount of sick leave accumulation permitted, and length of service before earned sick leave may be used for professional and non-professional staff. In addition, leave policies are included for the following libraries: (1) the University of Connecticut; (2) Louisiana State University Library; (3) the University of Minnesota; (4) the University of North Carolina; (5) Princeton University; (6) the University of Tennessee, Knoxville; (7) the University of Illinois; (8) Pennsylvania State University; (9) Wayne State University; (10) Michigan State University; (11) the University of Pennsylvania; and (12) Purdue University. An ARL Systems and Procedures Exchange Center (SPEC) kit evaluation form is also provided. (KM)

ED 281 553 IR 051 898

Prabha, Chandra; And Others
How Public Library Patrons Use Nonfiction Books.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-87/1
PUB DATE- 6 Feb 87
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Books; *Information Seeking; Information Systems; Information Utilization; *Nonfiction; *Public Libraries; Questionnaires; *Reading Habits; *Reading Material Selection; Reading Processes; Tables (Data); *User Needs (Information); Use Studies
This study examines the following two premises of information-seeking behavior associated with the use of nonfiction books in an electronic mode: (1) individuals generally read nonfiction books for obtaining information; and (2) users read nonfiction books in parts, rather than completely. Study data were collected through interviews with 350 patrons who borrowed nonfiction books at five of the libraries in a metropolitan public library system in Ohio. The premise that patrons consult nonfiction books mainly for obtaining information was supported by the data; and the premise that nonfiction books are read in parts was found to be true of two-thirds of all use. Study findings also suggest that electronic information systems should offer a subject approach and should allow rapid scanning and skipping through text in nonfiction books. The study research, findings on premises of electronic information systems, and findings on characteristics of nonfiction book readers and implications for electronic information systems are detailed. The text is supplemented with 6 figures, including the interview script, and 34 tables; statistical notes and 7 tables are appended; and 6 references are provided. Ordering information for Online Computer Library Center, Inc. (OCLC) publications is also provided. (KM)

ED 281 621 PS 016 473

Ferguson, Lucy Rau
Family Interaction Predictors of Competence in Late Adolescence.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Competence; *Family Environment; Intelligence; *Interpersonal Relationship; Longitudinal Studies; Parent Child Relationship; *Parent Influence; Predictor Variables; *Preschool Children; Problem Solving; Sex Differences
IDENTIFIERS- Parents as Teachers
Measures of family interaction from the preschool and early adolescent periods are examined as predictors of competence in late adolescence. Data on which this report is based are drawn from a longitudinal study initiated by Jack and Jeanne Block almost 20 years ago which included 51 males and 52 females. Measures of competence include an intelligence quotient, high school grade point average, and indices of ego-resilience and identity achievement derived from the California Q-sort. Mother-child and father-child interaction at the child's fifth year of age, in four problem solving tasks, were rated using the Teaching Strategies Q-sort. The family interaction Q-sort assessed mother-child, father-child, and spousal interaction in problem solving at the children's thirteenth year. Preschool mother-child interaction had long-term predictive significance for intelligence and ego-development in late adolescence. Father-child interaction was unrelated to intelligence in either sex, and predicted ego-development only for males. Early father-child interaction predicted achievement, especially among males. Correlates of girls' grade point average show discontinuity between beginning and end of high school. Interaction with same-sex parent in dyadic situations was more predictive of later competence, while influence of opposite-sex parent emerged in triadic situations. Spousal interaction was strongly associated with girls' intelligence quotient and boys' achievement. (RH)

ED 281 381 FL 016 658

Woodruff, Melba D.
What Is the Question?
PUB DATE- Nov 86
NOTE- 7p.; Paper presented at the International Conference on Second/Foreign Language Acquisition by Children (2nd, Dallas, TX, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Cognitive Style; Critical Thinking; *FLES; *Individual Needs; Lateral Dominance; Learning Disabilities; *Learning Processes; *Neurological Organization; Questioning Techniques; Second Language Instruction; *Second Language Learning; Student Behavior; Young Children
Second language educators need to examine in greater depth the learning processes of young children in order to provide them with the kind of teaching they need in order to really learn. This means searching other fields to learn as much as possible about: questioning strategies and the development of critical thinking skills; hemispheric dominance, the right-brained approach to learning, how to meet the needs of children in relation to their hemispheric dominance, and how to help them exercise both hemispheres; visual learners, auditory learners, haptic learners, and how to help each kind; dyslexia, other learning disabilities, and implications for learners in the second language class; and learner-oriented curricula, including how to provide options for individual learning styles, needs, and cultural backgrounds. (MSE)

ED 281 495 IR 012 611

Gundlach, Ann C.
An Annotated Bibliography of the Literature Dealing with the Evaluation of Educational Microcomputer Software.
PUB DATE- Apr 85
NOTE- 75p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Evaluation Criteria; *Instructional Material Evaluation; Microcomputers
Designed to assist the educator in making informed decisions about the quality and selection of instructional microcomputer software, this annotated bibliography examines literature dealing with the need for software evaluation, evaluation criteria, and the effectiveness of computer-assisted instruction. Introductory materials provide a brief overview of the problems involved in software evaluation, the organization and limitations of this study, and a glossary of computer terms used in the report. A summary of the findings of the literature review and recommendations for future research, for evaluation forms and criteria, and for school policies conclude the report. A detailed analysis of the criteria used on selected evaluation forms is appended. (MES)

ED 281 510 IR 012 629

Podolski, Frederick M.
The Effect of CAI on the Performance of Elementary Students.
PUB DATE- May 85
NOTE- 57p.; Master's Thesis, State University of New York at Oswego.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Courseware; Dictionaries; Elementary Education; *Intermode Differences; *Language Arts; Literature Reviews; Material Development; Microcomputers; *Skill Development; Student Attitudes; Word Recognition
IDENTIFIERS- Software Design

This investigation of the effect of computer-assisted instruction (CAI) on the performance of elementary students in the area of language arts skills compared the performance of students receiving CAI with that of students receiving only regular classroom instruction. Two software programs were created for use in the study. Word Breaker, designed for use at grade levels 2 and 3, encourages recognition and understanding of the composition of compound, prefixed, and suffixed words. Dictionary Hunt, written for use at grade 5, encourages the learner to understand unusual words and to expand vocabulary by consulting the dictionary. Students in the experimental groups (n=50 for Word Breaker and n=34 for Dictionary Hunt) were encouraged to go to the school media center and use the computer programs; students in the control groups (n=50 and n=38) received no special instruction. A comparison of the mean gains between the experimental groups using Word Breaker and their control groups indicates that the experimental groups had a greater gain in score for the total mean gain of all three subject areas covered by the program. A significant gain was shown by one experimental group for the task of categorizing in the Dictionary Hunt program, and comparison of this group's scores with those of a control group revealed a significant difference in favor of the students who had used the CAI program. Sample screens and the pre- and posttests used to measure student progress are appended. (MES)

ED 281 568 IR 051 920

Nicassio, Frank J.; And Others
Conceptualizing an Information System for Special Education Programming within an Intermediate Education District: Milestone One.
PUB DATE- Feb 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Databases; Elementary Secondary Education; Information Dissemination; *Information Systems; Information Utilization; *Intermediate Administrative Units; Needs Assessment; Rural Schools; *Special Education; Systems Analysis; *User Needs (Information)
IDENTIFIERS- Umatilla County Education Service District OR
This paper presents a rationale for developing computer-based information systems for use by the special education personnel of a consortium composed of 13 rural school districts, and outlines a three-function database that would meet the operational requirements of administrative and clinical staff and the informational needs of parents and the community. Seven assumptions are presented from the perspective of the needs of an intermediate education agency to demonstrate the need for computer-based information systems; and the concepts of organizing documents, domains of inquiry, and agents of decision and action are identified as the three levels of inquiry of a typical education agency. Finally, the three database functions of "Required Reports," "Reflective Practice," and "Decision Responsiveness" are described, and their relation to the three levels of inquiry is discussed. The relation of the three levels of inquiry to the three database functions is also depicted graphically, and 28 references are provided. (KM)

ED 281 581 JC 870 197

Female Student Participation at Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- May 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Age; Associate Degrees; College Attendance; College Graduates; College Transfer Students; *Community Colleges; Educational Certificates; *Enrollment Trends; *Females; Full Time Students; *Majors (Students); Males; Part Time Students; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

A study was conducted using enrollment and program completion data for fiscal years (FY's) 1984 through 1987 to analyze female student participation at the Illinois public community colleges. Study findings included the following: (1) female students comprised 57.7% of the colleges' enrollments over the 4 years of the study, representing 51% of all full-time students and nearly 60% of all part-time students; (2) female enrollments outnumbered male enrollments in the areas of cosmetology, home and institutional services, health, and business, while that trend was reversed in the occupational areas of trade and industrial programs, engineering technology, agriculture/horticulture, and public/protective services; (3) more females than males completed degrees and certificates in every degree category except Associate in Science and Associate in General Studies; and (4) a comparison of enrollments with program completions show a lower percentage of women completers in the baccalaureate/transfer and general studies areas. While the relatively high percentage of female enrollment and completions indicated that community colleges were serving females well, community colleges can play a greater role in encouraging female students to establish higher career and educational goals and in providing a sound educational foundation for attaining these goals. (EJV)

ED 281 637 PS 016 498

Phillips, Deborah A.
Parents as Socializers of Children's Perceived Academic Competence.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Beliefs; Elementary Education; *Elementary School Students; Grade 3; *High Achievement; Parent Attitudes; *Parent Influence; *Parent Student Relationship; Self Concept; Socialization; *Student Attitudes
Ways in which parents influence children's developing perceptions of their academic competence were examined in a study of 81 academically competent third-graders and their parents. The study was designed to (1) determine whether the illusion of incompetence documented for fifth-graders appears in younger children, (2) examine whether parents' competence-related perceptions--or children's beliefs about these perceptions--significantly distinguish children with varying levels of perceived competence, and (3) develop a predictive model of the association between parent and child competence beliefs. A significant minority of the third-graders were found to severely underestimate their academic competence. Mothers' and fathers' perceptions of their children's abilities varied significantly with the perceived competence status of the child, as did the children's perceptions of their parents' appraisals. Path analyses further revealed that children's perceived academic competence was influenced more by their parents' ability appraisals and the children's perceptions of these appraisals than by their actual achievement records. Results suggest that parents exert a powerful influence as socializers of their children's perceived academic competence. (RH)

ED 281 679 PS 016 621

Wondolowski, Susan; And Others
A Discourse Analysis of the Conversations between Maltreated Children and Their Mothers: Final Report.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). For an earlier study, see ED 257 564.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Abuse; *Children; *Communication (Thought Transfer); Comparative Analysis; *Conflict; Discourse Analysis; *Mothers; *Parent Child Relationship
IDENTIFIERS- *Communication Behavior; *Communication Patterns
The view that child maltreatment is the result of a breakdown in normal family communication processes suggests that difficulties in verbal interaction may be found in nearly all interactions between maltreating parents and their children. To explore this possibility, a comparative study was made of the conversations of maltreating mothers and children and non-maltreating mothers and children. It was hypothesized that the usual constraints of listener upon speaker, where speaker's utterances tend to reflect listener's positive response, would be different in maltreating and control dyads. Compared to non-maltreating pairs, maltreating pairs were expected to exhibit less cohesion in their discourse, more instances of aggravated forms of utterances, and fewer instances of mitigated forms of utterances. Conversations between 19 pairs of parent perpetrators of abuse or neglect and their children, and 19 control pairs matched for children's age, sex, socioeconomic status, and ethnicity were videotaped in a 15-minute standard laboratory situation. The videotapes were coded blind by two coders from audiotapes and typed transcripts. Results of the discourse analysis indicated that maltreating pairs, overall, used more aggravated and fewer mitigated utterances than control pairs. Some indication was found that the conversations of maltreating pairs were less cohesive. Such differences were more pronounced for mothers than for their children. (Author/RH)

ED 281 366 FL 016 643

Peyton, Joy Kreeft
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students. Q & A.
California Univ., Los Angeles. Center for Language Education and Research.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 6p.
CONTRACT- 400-86-0019
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; Communicative Competence (Languages); *Dialogs (Language); Elementary Secondary Education; *English (Second Language); *Interpersonal Communication; Learning Activities; *Limited English Speaking; *Teacher Student Relationship; Writing Skills
IDENTIFIERS- *Dialogue Journals
A dialogue journal is a written conversation in which a student and teacher communicate regularly over a period of a semester or a school year. The student may write as much as he chooses on any topic, and the teacher responds, introduces new topics, offers observations, clarifies, and asks and answers questions. Teachers use dialogue journals to extend contact time with individual students, expand student participation, gain feedback about classroom issues, and promote language acquisition and writing development. Considerable teacher time is required to read and respond to student entries, but teachers have found ways to make the task manageable and productive. The journals can be used with all students, both native and non-native English-speakers, at differing levels of confidence and skills. Less literate students can begin by drawing pictures, and teachers can respond initially with pictures and a few words. Each student should have a bound and easily portable notebook used only for this purpose. The writing must be done regularly, in or out of class, with the frequency determined by the student's and teacher's needs. Initially, the teacher may determine a minimum entry and should ensure confidentiality. Both teacher and student should be expected to be good conversationalists and interesting writers and to enjoy the task. (MSE)

ED 281 397 HE 019 814

Birnbaum, Robert; And Others
Cooperation in Academic Negotiations: A Guide to Mutual Gains Bargaining.
Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Collective Bargaining; College Environment; College Faculty; Competition; *Conflict Resolution; *Faculty College Relationship; Governance; Higher Education; Organizational Communication; *Problem Solving; Questionnaires; Simulation; Teacher Administrator Relationship; *Unions
A guide to mutual gains bargaining (MGB) is presented for faculty union leaders and college administrators, as well as school systems. MGB is based on applied behavioral sciences concepts and the use of bargaining teams and emphasizes problem-solving and improving communications and campus relationships. Two different uses of the mutual gains concept are described: (1) work by a neutral third party on-campus to help renegotiate a contract and (2) a workshop with three unionized campuses. Theoretical bases for MGB are considered, with attention to intergroup competition and attribution, integrative bargaining and distributive bargaining, and intraorganizational bargaining. For each topic, a fictional dialogue at the negotiating table or in caucus is presented, followed by a nontechnical summary of theory, and exercises or simulations. This format is also used to introduce the following skills for MGB: problem-solving, issue control and fractionating conflict, organizing, and using dual-track governance. The Academic Bargaining Questionnaire is presented, along with information on use of the results, which help campus groups assess their bargaining relationship and ways to make bargaining more constructive. Finally, steps to implement MGB are covered. (SW)

ED 281 425 HE 020 296

Howard, Edrice, Ed.
Academic Year Abroad, 1987-88. The Learning Traveler, Volume 1.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-149-3
PUB DATE- 87
NOTE- 552p.; Sixteenth edition. Formerly published under the title "U.S. College-Sponsored Programs Abroad: Academic Year."
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017 ($16.95).
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Consortia; Foreign Countries; Geographic Regions; Higher Education; *Institutional Characteristics; International Educational Exchange; Program Descriptions; School Location; *Student Exchange Programs; *Study Abroad

A guide to over 1,110 study-abroad programs is presented. The programs are offered during the academic year and are sponsored or co-sponsored by U.S. colleges. Programs may include language study, independent study, or internships. An introductory section covers several topics including language proficiency, types of study-abroad programs, finances, and travel and living abroad. Entries include the name and address of the sponsoring school or consortia and brief information on the following points: the countries or cities in which resident study takes place, dates and/or duration of the program and the deadline for application, courses of study, the academic level/class and any minimum age requirements, the number of undergraduate or graduate credits offered, eligibility requirements, the language of instruction, teaching methods, costs and type of financial aid available, housing, background information on the program, and whether students attend regular academic courses at a foreign institution or special courses for foreign students and/or courses arranged for the group and taught by U.S. and/or foreign faculty. Appended are an annotated bibliography, a list of consortia, and indexes of sponsoring organizations and fields of study. (SW)

ED 281 439 HE 020 343

Cinnamond, Jeffrey
Metaphors as Understanding: Recent Reform Reports on Education. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987). Light type may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Educational Attitudes; Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; Higher Education; Imagery; Language Attitudes; *Language Usage; *Metaphors; Political Influences; Public Opinion; Public Policy; *Reports; School Role; Teacher Education; Values
IDENTIFIERS- *ASHE Annual Meeting; *Excellence In Education
The use and significance of metaphors in 12 education policy reports are considered, including metaphors that involve conceptions of knowledge and its use (e.g., "knowledge as a landscape," "intellectual activity as a journey"). Some knowledge metaphors are linked to metaphors invoking business, wealth, and capital analogies. Orientational and spatial relationship metaphors are also considered (e.g., humanities are the core of the common studies). Reports that are examined and their authors/sources are as follows: "To Secure the Blessings of Liberty" (American Association of State Colleges and Universities); "To Reclaim a Legacy" (William Bennett); "Transforming the State Role in Undergraduate Education" (Education Commission of the States); "Involvement in Learning" (National Institute of Education); "Integrity in the College Curriculum" (Association of American Colleges Committee); "Sustaining the Vision" (Carnegie Foundation for the Advancement of Teaching); "Newman's Report of Higher Education Policy" (Carnegie Foundation); "The Undergraduate Experience in America" (Carnegie Foundation); "Time for Results: Governors' 1991 Report on Education"; "A Call for Change in Teacher Education" (The National Commission for Excellence in Teacher Education); "Tomorrow's Teachers" (Holmes Group); and "A Nation Prepared: Teachers for the 21st Century" (Carnegie Foundation). (SW)

ED 281 453 HE 020 357

Hilpert, John M.; Alfred, Richard L.
Determinants of Enrollment Success in Private Colleges and Universities. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987). Diagrams containing small type may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Change Strategies; *College Presidents; *Enrollment Trends; Higher Education; *Institutional Characteristics; Leadership Responsibility; *Marketing; National Surveys; Predictor Variables; *Private Colleges
IDENTIFIERS- *ASHE Annual Meeting
Enrollment success at private colleges was examined, based on a national study of private college presidents. Enrollment success postulated that colleges will experience enrollment stabilization or improvement if they function at a relatively fixed rate of growth over an extended period. The study was also based on the systems concept, which recognizes that multiple factors together affect enrollment. Attention was directed to the effects on enrollment of selected college characteristics, marketing practices, and presidential leadership. Questionnaire responses from 327 presidents from 43 states indicated that one-third of the colleges exhibited 10-year 1974-1984 nonsuccessful enrollment histories. Interviews were also conducted with private college presidents, administrators, and faculty to examine the college's enrollment condition, curricular and administrative structures, and marketing systems. Findings include: marketing practices employed by the colleges appear to be independent of college characteristics such as location, size, and age in terms of their effect on enrollment; and marketing practices are often selected because they have been useful at more successful colleges. Eight action strategies are recommended for private colleges. (SW)

ED 281 467 HE 020 371

Stage, Frances K.
Introduction to LISREL: A Demonstration Using Students' Commitment to an Institution. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987). A number of statistical tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Attribution Theory; Higher Education; Influences; *Measurement Techniques; Models; *Predictive Measurement; *Research Methodology; Student Attitudes; *Student College Relationship; Student Motivation
IDENTIFIERS- *ASHE Annual Meeting; *LISREL Analysis
The nature and use of LISREL (LInear Structural RELationships) analysis are considered, including an examination of college students' commitment to a university. LISREL is a fairly new causal analysis technique that has broad application in the social sciences and that employs structural equation estimation. The application examined in this paper involves an aspect of Tinto's model of college student attrition: students' commitment to an institution. Data were obtained from a persistence study of first-year students at a major public university. During the first week of classes, students provided information on their background, their motivation for enrolling in school, and their commitment to the institution. Two months later, students were surveyed again concerning their commitment to the school and their activities on campus. The analysis involves a measurement model and structural equations model. The measurement variables: "peer relationships," "residency," and "social activities" are each expressed as some multiplier times the latent construct "social integration." The structural equations model specifies the causal relationships among exogenous variables (e.g., age and ethnicity) and endogenous variables (e.g., initial institutional commitment). (SW)

ED 281 594 JC 870 217

Selected Los Angeles Community College District Fact Sheets, 1982-1986.
Los Angeles Community Coll. District, Calif.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Enrollment; *Institutional Characteristics; *Multicampus Districts; Student Characteristics; Two Year Colleges; *Two Year College Students

These fact sheets provide general and statistical information on the Los Angeles Community College District (LACCD) and its campuses. Included in the series are fact sheets covering: (1) LACCD Office Divisions; (2) general information on the location, size, enrollment, budget, history, and board of trustees of the district; (3) historical overviews of each campus (i.e., East Los Angeles College, Los Angeles City College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, and West Los Angeles College); (4) brief descriptions of several special programs, including the Office of Occupational and Technical Education; a pilot program for recruitment, retention, and transfer; instructional improvement projects; instructional television programming; and the Project for Adult College Education; (5) enrollment trends in summer, fall, and spring terms and among day and evening students for 1972 to 1986; (6) a profile of LACCD students based on 1982 data covering reasons for attending college, areas of program interest, and personal characteristics; and (7) the 1986-87 final budget. (EJV)

ED 281 651 PS 016 517

Spodek, Bernard
Reform in Chinese Kindergartens: The Preparation of Kindergarten Teachers.
PUB DATE- Apr 87
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Curriculum Design; Curriculum Development; Developing Nations; *Educational Change; Educational History; *Educational Practices; Foreign Countries; Higher Education; High School Students; *Kindergarten; *Preschool Teachers; Primary Education; Scheduling; Secondary Education; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *China
Described are past and present changes in the preparation of kindergarten teachers in China, where kindergarten attendance is not compulsory and kindergarten programs are not universally available. Discussion focuses on (1) historical developments in, and current status of, Chinese kindergartens; (2) preparation of early childhood personnel, including teacher training in general and, specifically, kindergarten normal school education, which combines general high school education and teacher preparation for girls; (3) observations made during visits to several different kindergarten teacher training programs, including a kindergarten normal school, a kindergarten normal class in a middle school, and a kindergarten normal college; and (4) concerns of normal school personnel from several provinces who attended a university seminar. Concluding remarks focus on directions for reform in Chinese kindergarten teacher education. Appendices provide an English translation of a draft of a curriculum plan for trial use by an early childhood education normal middle school enrolling female graduates of junior high school. Related charts of course offerings for 3-year and 4-year programs are also included. (RH)

ED 281 705 RC 016 228

Biennial Report on Regional Education Service Centers.
Texas Education Agency, Austin.
SPONS. AGENCY- Texas State Board of Education, Austin.
REPORT NO.- GE7-402-01
PUB DATE- Jan 87
NOTE- 204p.; Report submitted to the Legislative Budget Board and Governor's Office of Budget and Planning.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academically Gifted; Accreditation (Institutions); Adult Education; Budgets; Computer Uses in Education; Curriculum Development; *Educational Change; Educational Technology; *Education Service Centers; English (Second Language); Migrant Education; *Program Descriptions; *Regional Programs; *Resource Allocation; School Health Services; Shared Resources and Services; Special Education; Staff Development; State Standards; Teacher Evaluation
IDENTIFIERS- *Regional Educational Services Agencies; *Texas

A biennial report of the Texas State Board of Education profiles status and accomplishments of 20 regional education service centers in Texas during 1985-86. The report emphasizes service center role in implementing educational reform by assisting schools to meet new accreditation standards, training appraisers for a legislatively mandated appraisal system, and ensuring that Texas schools had the capacity to meet legislated curriculum standards. The report reviews historical background, service center reorganization in 1985, organization, and governance. It summarizes financial status of the centers during 1985-86 including revenue percentage/source, expenditures, fund balancing, and fiscal reporting requirements. Other aspects of center operation described include personnel and staffing, programs and services, media services, computer services, special education, accreditation, curriculum, training, textbook display, school volunteer program, migrant education, basic skills, National Diffusion Network, school health services, bilingual education, gifted education, adult/community education, educational technology, and drivers education. The appendix consists of profiles of each of the 20 service centers containing address, contact person, counties served, and information specific to the center on finances, staffing, and programs/services. Thirty-four tables and figures, including a map of service center regions, occur throughout the text. (LFL)

ED 281 336 EC 192 433

Shaughnessy, Michael F.
Mentoring the Creative Child, Adult and Prodigy: Current Knowledge, Systems and Research.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Children; *Creativity; *Gifted; *Mentors; *Parent Child Relationship; Parent Role; Teacher Role; *Teacher Student Relationship

A review of issues regarding the process of mentoring relative to the creative child or adult considers both teacher and parent roles in the process. Encouragement in the creative realm must be constructive and geared toward the individual's special needs and interests. Particular differences may be seen among mentoring processes for individuals based on such factors as age and sex. Parents and teachers who wish to mentor creative children and adults should encourage these individuals to recognize and fully use their greatest strengths and help them find other supporting individuals. Skilled insightful persons can usually recognize skilled younger persons and generally can initiate a relationship early on. The possibility of establishing professional mentors should be explored. (CB)

ED 281 350 FL 016 212

Christensen, Torkil
Teaching English to Non-English Majors at Sapporo University, 1983-84.
PUB DATE- 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College Freshmen; Communicative Competence (Languages); *Course Content; *Course Organization; *English (Second Language); Foreign Countries; Grading; Higher Education; *Humor; Language Proficiency; Narration; *Nonmajors; Second Language Instruction
IDENTIFIERS- *Sapporo University (Japan)
An experimental one-year course in English for freshman nonmajors at a Japanese university is described and discussed. Classes, comprised of over 50 students, met once a week for 90-minute lessons. The syllabus focused on the thorough learning of short, humorous stories and activities developed from the stories. In class, English was used as much as possible in writing and speaking. Teaching large classes of non-English majors was possible, but the initial goal of enabling the students to tell the stories freely in English was not achieved. The greatest difficulty was found to be getting the students to relate the text's ordinary English to ordinary Japanese, perhaps due to word to word rephrasings used in previous language training. Suggested improvements include additional language-intensive activities, less reliance on the text and more reliance on student notebooks, and more study of practical language-use situations. (MSE)

ED 281 411 HE 020 193

Ainsworth, C. Len
The College Classroom: Changing Climates and Cultures.
PUB DATE- Jan 86
NOTE- 8p.; Paper presented at Regional Conference on University Teaching (2nd, Las Cruces, NM, January 9-10, 1986); for complete proceedings, see ED 276 328.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cognitive Style; *College Instruction; Cultural Differences; *Cultural Pluralism; Ethnic Groups; Higher Education; *Minority Groups; *Multicultural Education; *Sociocultural Patterns; Teacher Effectiveness
IDENTIFIERS- *Diversity (Student)
The importance of understanding and responding to cultural differences in the college classroom is discussed after acknowledging diversity in the types of institutions and missions in U.S. higher education. It is noted that the issues have moved beyond concern for equal educational opportunity to adequacy of educational attainment of entrants. Developing understanding of cultural differences and their impact on behavior and learning styles has begun in various ways at colleges, including the integration of multicultural education in teacher education programs. Enhancement of classroom climate and attention to cultural pluralism through recognition of learner differences, as well as in changing instructional patterns, are substantial problems facing individual faculty members. Specific concerns include: the need for minority role models among faculty and the staff who provide support services; sociocultural variables related to Hispanic American culture; stereotypes and myths about Chicano students; the relationship of foreign teaching assistants to the diverse domestic cultures; and skills essential for effective teaching. (SW)

ED 281 481 HE 020 385

Moran, E. Thomas; Volkwein, J. Fredericks
Organizational Climate of Institutions of Higher Education: Construct Determination and Relationship to Organizational Effectiveness Criteria. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 54p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Administrators; College Faculty; Comparative Analysis; Departments; Evaluation Criteria; Higher Education; *Organizational Climate; *Organizational Effectiveness; Organizational Theories; *Public Colleges; Questionnaires; *School Effectiveness; *Teacher Attitudes
IDENTIFIERS- *ASHE Annual Meeting

Organizational climate was examined at nine, four-year public colleges, using data from 2,397 respondents. All were multi-purpose colleges ranging in size from 2,000 to 11,000 students. Data were obtained from the Higher Education Management Institutes' (HEMI) data bank. The HEMI questionnaire section on organizational climate, which is appended, was used. Findings include: (1) climate had relevance at the organizational level in that it distinguished organizations from one another, but sub-units, particularly workgroups related to departments, accounted for the largest proportion of variance; (2) administrators had significantly and consistently more positive perceptions of organizational climate than did faculty; and (3) organizations with comparatively more positive climates displayed greater "adequacy of performance focus," based on institutional goal clarity, supervisory performance standards, and performance- based evaluations. In seven of the nine institutions, significant differences between the climate scores of administrators and faculty were found, and in all seven the scores of administrators were higher than those of faculty. Implications for theory and administrative practice are discussed. (SW)

ED 281 496 IR 012 613

Annual Report, 1985-86. Office of Instructional Technology.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Conferences; Courseware; *Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Equipment Utilization; Facility Inventory; *Microcomputers; Publications; Staff Development; State Departments of Education; Video Equipment; Workshops
IDENTIFIERS- *Resource Development; South Carolina Department of Education

The Office of Instructional Technology (OIT) of the South Carolina Department of Education is responsible for the acquisition, scheduling, and utilization of television and radio resources for grades K-12, staff development, adult education broadcast over the South Carolina educational television and radio network, and the administration of computer-assisted instruction (CAI) in public schools. This annual report reflects the record of OIT service during the 1985-86 school year. The following are included in the report: (1) the annual management plan identifying 61 major objectives for the year; (2) a description of the instructional technology advisory system, which is composed of 12 curriculum committees and a state advisory committee; (3) a list of OIT publications; (4) primary activities in the area of CAI; (5) descriptions of instructional television and radio series; (6) data on utilization of series by schools; (7) utilization trends; (8) data on staff development programs and utilization; (9) a list of educational conferences and workshops; (10) results of the 1986 statewide computer survey; and (11) plans for 1986-87. (MES)

ED 281 525 IR 012 647

Outstanding Media Components.
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE- 86
NOTE- 86p.; For a handbook for Georgia media specialists and guidelines for media program development, see IR 012 643 and IR 012 652.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Curriculum Development; *Educational Facilities Improvement; Educational Media; Educational Television; Elementary Secondary Education; *Learning Resources Centers; Library Circulation; Library Cooperation; Library Extension; Library Instruction; *Library Services; Library Technical Processes; *Media Specialists; *Microcomputers; Needs Assessment; Program Evaluation; School Libraries; Staff Development
IDENTIFIERS- *Georgia; Media Literacy

School media programs in a variety of settings within the state of Georgia that have proven to be successful are described in this publication from the Georgia Department of Education. For each entry, the school, media center, and specific program component of interest are described. The components include: (1) modernization of a media center within an old building; (2) outstanding new construction; (3) cooperation between school media centers and with other libraries; (4) circulation; (5) system level/ centralized processing of materials; (6) curriculum coordination/cooperative planning; (7) media advisory committees; (8) media skills development; (9) learning centers; (10) keying resources to instructional unit, criterion-referenced test, etc.; (11) production; (12) services to special populations; (13) use of instructional television; (14) system level media services/resources; (15) use of microcomputers; (16) special promotions/publicity; (17) staff development for media specialists; and (18) media program evaluation and needs assessment. Listings of the components by region and school system are appended as well as programs included in two previous publications (1982, 1984). (MES)

ED 281 540 IR 051 882

Staff Development. SPEC Kit 18.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- May 75
NOTE- 113p.; For update of this SPEC Kit, see ED 214 538. This SPEC Kit is out of print. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Affirmative Action; Higher Education; *Librarians; *Library Personnel; Library Skills; Needs Assessment; Policy; Program Descriptions; Program Evaluation; Program Proposals; *Research Libraries; *Staff Development; Staff Orientation; Training; Workshops

This set of materials on staff development in research libraries was assembled by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries (ARL). Selected portions of management studies, reviews, and evaluations are included from the University of Washington Libraries, the University of Rochester Library, the University of Connecticut, the University of Tennessee Library, and the Smithsonian Institution Libraries. A collection of documents pertaining to staff development at the University of Tennessee includes proposals for management development and communication skills programs; a participant evaluation and description of the staff development program; a checklist of staff development opportunities at the University of Tennessee, Knoxville Library; and modules of a communication skills series workshop. Additional contents of the set include: (1) a description of the staff orientation program from the University of Michigan; (2) a description of the staff development committee and program from the University of Washington; (3) guidelines for a proposed supervisory training program from Boston University; (4) material used in a program for the implementation of a performance objectives system, a description of staff development activities, and the annual report of the staff development coordinator from Columbia University; and (5) a job description for an inservice training job coordinator from the University of California at Berkeley. (KM)

ED 281 554 IR 051 899

Pick, Paula
The Implementation of DOBIS/LEUVEN at the British Columbia Institute of Technology Library.
PUB DATE- Jun 85
NOTE- 17p.; Paper presented at the ICX Seminar (La Hulpe, Belgium, June 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Cataloging; Developed Nations; Foreign Countries; Library Administration; *Library Automation; *Library Planning; Library Technical Processes; *Online Systems; *Program Implementation

IDENTIFIERS- Barcoding; British Columbia Institute of Technology; Canada; *DOBIS System; Project Management; *Retrospective Conversion (Library Catalogs)
This report discusses the implementation of DOBIS, an online, integrated library system run on a shared-use mainframe computer, at the British Columbia Institute of Technology (BCIT) Library during 1984 and 1985. General information about BCIT, the library, and DOBIS is provided, and the project background is discussed. An overview of the implementation plan for the first year of the project describes the use of project management techniques, the conversion process, the training of the cataloging staff and loading of catalog records, and the development of the public access catalog. Activities covered in the second-year implementation plan include writing a program to load borrowers' information into DOBIS, barcoding 150,000 books in-house, and cataloging technical documents as brief records, using terms from the title to provide keyword access. It is concluded that the implementation of DOBIS was a positive experience and that DOBIS will be an integral part of BCIT's future development. (KM)

ED 281 607 PS 016 304

Hills, Tynette Wilson
Screening for School Entry.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Identification; Kindergarten; *School Entrance Age; *School Readiness Tests; *Screening Tests; *Testing Problems; Test Validity; *Young Children
IDENTIFIERS- ERIC Digests; *Screening Procedures

Screening programs are now widely used with children who are age-eligible for school entry. Screening is used to identify children who may be at risk of future difficulty in school (e.g., inability to meet academic expectations) and those who may have special needs in learning (e.g., extraordinary abilities and talents or handicapping conditions). Because screening is intended for all the children, screening measures should be inexpensive, brief, simple to administer, and easy to interpret. Screening alone is not sufficient for decisions about a child's placement or kind of instruction, and further assessment is necessary. Screening practices vary greatly, and important issues concerning screening at school entry are: (1) Should young children's behavior be measured? (2) Is screening harmful? (3) Is screening valid? (4) What should screening measure or observe--readiness or development? (5) How should children's abilities be measured? and (6) How should screening information be used? To insure that all children needing special programs are identified, educators should clarify the purpose of screening, keep informed about research on screening tools, and adopt procedures that screen for current levels of functioning in a broad range of domains. Children should be rescreened periodically and assessed diagnostically to confirm their needs. (NH)

ED 281 622 PS 016 475

Golomb, Claire
The Graphic Development of Two Artistically Gifted Children: The Drawings of Nadia and Eytan.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (58th, Arlington, VA, April 9-12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; *Autism; *Childrens Art; *Developmental Stages; *Freehand Drawing; *Talent Development; Young Children
IDENTIFIERS- *Normal Children; Representational Competence
The problem of "stages" in the development of artistic ability is addressed by reviewing the cases of a gifted autistic child, Nadia, who drew realistically at a very young age, and of a normal child, Eytan, who rapidly taught himself the principles of isometric perspective and of foreshortening. A review of scholarly opinion about Nadia's remarkably realistic drawings leads to the conclusion that the child probably did not skip over the early stages of drawing development, but passed through them very rapidly. Close attention to drawings Nadia made when she was between 3 years and 6 or 7 years of age reveal increasing sophistication in the ability to depict her favorite subject, although some childish schematic remnants are still visible. In other words, Nadia's ability developed. The case of Eytan is briefly discussed to support this view. Eytan's early drawing development suggests that in some uniquely gifted children with a special interest in naturalistic depiction, the developmental process can be greatly accelerated. It is concluded that evidence of a precocious talent should not be confused with pathology. (RH)

ED 281 665 PS 016 534

Bray, James H.; And Others
Parenting Practices and Family Process During Early Remarriage.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- 20 Apr 87
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
GRANT- NIH-R01-HD18025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Emotional Adjustment; *Family Relationship; Parent Child Relationship; *Parenting Skills; *Stepfamily; *Young Children

Presented are findings from a research project on marital and family processes and parenting practices during early remarriage and their relationships to children's behavioral adjustment. Participants were 31 stepfather families and 33 nondivorced families, all of which had a target child between 6 and 9 years of age. Stepfamilies had been married for a period ranging from 4 to 7 months. No differences between stepfamilies and nuclear families were found on self-report measures of marital adjustment. However, observations of marital interactions indicated that stepfamily couples were more negative and coercive and exhibited poorer communication skills than nondivorced couples. Overall, boys' and girls' behavioral problems in stepfamilies were associated with more negative family processes and less effective parenting practices. Results indicated that better marital adjustment is more likely to occur in stepfamilies with girls, but be more important for the behavioral adjustment of boys in stepfamilies. Thus, couples at this early stage could perhaps benefit from training to improve their marital skills. (Author/RH)

ED 281 692 RC 016 202

McIntosh, Billie Jane
A Survey of Native American Personnel and Services in Arizona Higher Education State Funded Institutions.
Mesa Community Coll., AZ. Office of Research and Development.
PUB DATE- Mar 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; *American Indian Education; American Indians; American Indian Studies; Comparative Analysis; Educational Needs; *Employment Patterns; Equal Education; Equal Opportunities (Jobs); Faculty; Higher Education; *Institutional Personnel; Minority Groups; *Public Colleges; Questionnaires; *Racial Balance; *Racial Composition; Reservation American Indians; Role Models; School Surveys; Student Personnel Services; Universities
IDENTIFIERS- *Arizona
A mailed questionnaire was used to find out where Native Americans are presently employed in higher education in Arizona, how near parity the personnel numbers are, what levels of employment are included, how tribes are consulted for curriculum development and program services, and what Native American curriculums and programs are now available. The survey was conducted from July to November, 1986, and data from 18 public institutions of higher education were examined. Native Americans employed in any capacity equaled only 2% of the total employees in Arizona institutions of higher education as compared to 6% of the total Arizona population. Less than 1% of Native Americans were employed as instructors, counselors, and administrators. The survey revealed some noteworthy inclusion of reservation people in educational planning and program implementation. Specific academic and support programs for Native American students were meager. The University of Arizona had the most diverse and innovative programs. The survey results suggest the need for examining affirmative action procedures and developing American Indian studies curricula. Appendices include the survey instrument and a directory of Native American resource people at Arizona colleges and universities.

ED 281 719 SE 047 913

House, Peggy A., Ed.; And Others
Providing Opportunities for the Mathematically Gifted, K-12.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-239-2
PUB DATE- 87
NOTE- 105p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Guidelines; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Program Descriptions; Resource Materials
This booklet opens with an overview and description of gifted education. Considered are historical perspectives, the case for gifted education, defining and identifying gifted students, the psychology of mathematical giftedness, forces in the lives of gifted children, organizational alternatives for gifted, and program operation. In chapter 2 are guidelines for: essential components of programs for the gifted; programs at each school level; program organization; and initiating and managing the program. Chapter 3 takes a closer look at special schools, regional centers, in-school alternatives for elementary pupils, advanced curricula for secondary schools, mathematics contests, and summer, magnet, and mentor programs. Sources for the programs in the previous chapter and organizations and offices with a focus on gifted education are listed in the fourth chapter. References are provided, and the appendix contains position statements on vertical acceleration and provisions for mathematically talented and gifted students. (MNS)

ED 281 382 FL 016 659

Calderon, Margarita; Marsh, David D.
Applying Research on Effective Bilingual Instruction in a Multi-District Inservice Teacher Training Program.
PUB DATE- Apr 87

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; *Educational Research; *Inservice Teacher Education; Instructional Effectiveness; Limited English Speaking; Program Administration; *Program Effectiveness; *Regional Programs; *Research Utilization; Staff Development; State Surveys; Workshops
IDENTIFIERS- California; *Multi District Trainer of Trainers Institute

A study examined the usefulness of one major strategy for helping teachers, administrators, and resource staff use research on bilingual instruction. The strategy studied was the Multi-District Trainer of Trainers Institute (MTTI) as implemented in California. The study's objectives were to: describe the MTTI design, content, delivery, and organizational arrangements; describe the impact the MTTI has had on participants, facilitators, and researchers; and analyze the MTTI as a research utilization process using a model from the research utilization literature. The MTTI (1) is an effective research utilization strategy when research must be adapted for practice in a conflicted educational environment, illustrating how the rationalist and conflict-oriented research utilization views can be merged effectively; (2) demonstrates the importance of sustained training; (3) can help to implement research-based instructional strategies; and (4) can enhance and redirect research efforts. (MSE)

ED 281 454 HE 020 358

Zumeta, William; Green, Kenneth C.
State Policies and Independent Higher Education: A Conceptual Framework and Some Empirical Findings, or Can the States Help the Private Sector Survive? ASHE 1987 Annual Meeting Paper.
Higher Education Research Inst., Inc., Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
NOTE- 89p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
CONTRACT- 400-83-0054
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; College Planning; Data Collection; Enrollment Trends; *Financial Policy; *Government School Relationship; Higher Education; Institutional Autonomy; Models; *Private Colleges; Program Evaluation; Public Colleges; *Public Policy; Questionnaires; State Aid; State Government; Tuition
IDENTIFIERS- *ASHE Annual Meeting; California; Illinois; Indiana; New York; Texas
Results of a study concerning the relationships between state policies and private college enrollments, enrollment demographics, and finance are presented. After considering national enrollment trends in the independent sector, attention is directed to the impacts on private colleges of state fiscal policies, including aid to private colleges and their students as well as tuition levels at the public sector. Also considered are results of research in five states on the nature and impacts on the private sector of states' higher education planning and program review policies, as well as policies toward information collection and dissemination in higher education. The research also examines the impact of state policies concerning access/choice. Three model state policy postures toward private higher education are addressed: the laissez-faire approach (California and Texas), the market-competitive posture (Indiana), and the regulatory posture (New York and Illinois). Data were also obtained from a survey of state independent college association executive officers from 19 states. Appended is the questionnaire for this survey, which was conducted by the Association of Independent California Colleges and Universities. (SW)

ED 281 511 IR 012 630

Moore, Barbara G.
Equity in Education: Gender Issues in the Use of Computers. A Review and Bibliography.

Ontario Inst. for Studies in Education, Toronto.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1543-1
PUB DATE- 86
NOTE- 73p.; Education and Technology Series.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Courseware; Curriculum Development; Developed Nations; Elementary Secondary Education; *Equal Education; Foreign Countries; Inservice Teacher Education; Mathematics Education; *Microcomputers; Parent Influence; *Psychological Studies; Role Models; Science Education; *Sex Differences; Sociocultural Patterns; *Use Studies
IDENTIFIERS- Australia; Canada; *Computer Equity; Computer Users; United Kingdom; United States

This review of research on gender differences in computer use at the elementary and secondary levels outlines the problems, discusses reasons for these problems, and gives suggestions for interventions to improve the situation. The research reviewed was conducted, for the most part, in the United States, Canada, Australia, and the United Kingdom. The review begins by stating the problem and considering who is using computers both at school and at home. Attention is then focused on reasons for the differences found, including association of computers with mathematics, the nature of computer courses, different behavior patterns of boys and girls, the social context of the classroom, the orientation of available software, and the influence of parents and role models. Teaching strategies suggested in the literature that address these problems are also described, and suggestions are made for surveys at the elementary and high school levels in Ontario (Canada). The annotated bibliography that makes up more than half of this report is divided into three sections: (1) studies of gender issues in education that relate specifically to computers; (2) studies that deal with similar gender differences in mathematics and science; and (3) studies of cultural factors and sex-role stereotyping. The results of a survey of recent or ongoing research related to gender equity issues in computer education in Canada, the United States, the United Kingdom, and Australia are also reported. (MES)

ED 281 569 IR 051 921

Government Information: An Endangered Resource of the Electronic Age. Proceedings of the Annual State-of-the-Art Institute (1st, Washington, DC, October 19-22, 1986).
Special Libraries Association, Washington, DC.
REPORT NO.- ISBN-0-87111-322-8
PUB DATE- 86

NOTE- 293p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Copyrights; Decision Making; Ethics; *Federal Regulation; Government Publications; Government Role; *Information Dissemination; Information Sources; *Information Technology; *Policy; *User Needs (Information)
IDENTIFIERS- *Information Management

These proceedings contain edited versions of 14 papers on government information and its relation to the library and information community that were presented at a state-of-the-art institute sponsored by the Special Library Association (SLA). Following a foreword by Steve Bell of ABC News and an introduction by David R. Bender of the SLA, papers include: (1) "Federal Information Practices" (Robert Gellman); (2) "Keeping the Citizens Uninformed" (Donna Demac); (3) "Government Information--An Underutilized Resource" (Marilyn G. Mason); (4) "The Ethics of Government Efficiency" (Reid Holloway); (5) "Privatization of Information" (Ken Allen); (6) "The Care of Intellectual Property in an Electronic Society" (Marybeth Peters); (7) "The Impact of Technology on Access to Information" (Mary J. Culnan); (8) "Government Information Dissemination Policy" (J. Timothy Sprehe); (9) "Bringing Information to the People" (Elizabeth Young); (10) "Information Management and Productivity" (Donald A. Marchand); (11) "Mobilizing Knowledge for Better Decision-Making in the Information Age" (David Pearce Snyder); (12) "Factors Related to a National Information Policy" (Melvin S. Day); (13) "Management of Information Technology in the Federal Sector" (Vincent M. DeSanti); and (14) "Recent Information Studies of OTA (Office of Technology Assessment)" (Priscilla Regan). Concluding remarks by Steven Goldspiel of the Disclosure Information Group complete the collection. (KM)

ED 281 582 JC 870 198

McNutt, Anne
Developing a Technology Articulation Program: The Need for Articulation.
PUB DATE- 16 Oct 86
NOTE- 15p.; Paper presented at the National Conference of the National Council on Occupational Education (San Diego, CA, October 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Programs; *Curriculum Development; High Schools; *Intercollegiate Cooperation; Program Costs; Program Descriptions; Program Development; State Boards of Education; *Technical Education; Two Year Colleges
IDENTIFIERS- *Nashville State Technical Institute TN
Nashville State Technical Institute is currently involved in an Advanced Technology Articulation Demonstration Project, a collaborative effort with Tennessee State University (TSU), two local high schools, the Tennessee Valley Authority (TVA), the Center for Occupational Research and Development (CORD), and the State Department of Education. The various cooperating agencies are each responsible for certain aspects of the project. Serving as the coordinator of the project, Nashville Tech: (1) formulated an industrial advisory group to review program articulation and advise on competencies to be taught; (2) entered into an articulation agreement with the two local school systems, identified the two high schools to be included in the project, and assisted in the implementation of a CORD-developed Principles of Technology course at the two schools; (3) developed an Advanced Principles of Technology laboratory with TVA funding; and (4) in cooperation with CORD and the State Department of Education, provided training in advanced technology to high school instructors. The two local school systems implemented the Principles of Technology course, developed a hands-on laboratory, selected instructional staff for training, and arranged for counselor orientation. TSU's role was primarily in the area of project evaluation, while CORD's main function was to advise on the implementation of the Principles of Technology course. Project funding came from the TVA and State Department of Education. The first year of the program has convinced both faculty and administrators at Nashville Tech that the project is beneficial. Course outlines are appended. (AYC)

ED 281 595 JC 870 224

Schrader, Marvin A.
An Analysis of the Students Enrolled in the Correspondence Study Course, "Medical Terminology."
PUB DATE- May 87
NOTE- 102p.; Ed.D. practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Audiotape Recordings; Community Colleges; *Correspondence Study; Home Study; Medical Vocabulary; Program Evaluation; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Education

A study was conducted to obtain information regarding students enrolled in a Medical Terminology correspondence course developed jointly by the Wisconsin Vocational, Technical and Adult Education System and the University of Wisconsin's Extension Division. Specifically, the study sought to gather information about student types and characteristics, students' reasons for enrolling in the course, factors important in choosing a correspondence study course, and the importance of the audio component of the course for student learning. A 25-item survey instrument was administered to 124 students who enrolled in the Medical Terminology course between June 1, 1984 and May 31, 1986. Study findings, based on a 64% response rate, included the following: (1) 56% of the respondents indicated that they had taken the course to satisfy a degree or diploma requirement, 21% enrolled for career advancement, and 20% enrolled to perform present duties better or more easily; (2) the four most important factors related to respondents' choice of a correspondence course were "no conflict with work schedule," "no travel to class," "interested in content," and "preferred to study at home or work rather than at school"; (3) "books and references" were considered the most important means of understanding course content, followed by "teacher," "family and friends," and "other students"; and (4) 37% of the respondents indicated that the audiotape component of the correspondence course was "not important." Based on study findings, a number of recommendations were developed for course improvement. The survey instrument is appended. (EJV)

ED 281 638 PS 016 499

Miller, Christy L.; And Others
Parent Expectations for Adolescent Transitions: What They Are and How They Affect Their Children.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 87
NOTE- 28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Smudged type in tables may affect legibility.
GRANT- NICHHD-HD-17296; NIMH-MH-31724; NSF-BSN-8510504; WTGF-83-0917-00
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Expectation; Experience; *Individual Development; Junior High Schools; *Parent Attitudes; *Parent Influence; Secondary School Teachers
IDENTIFIERS- *Early Adolescents; Parent Expectations
Two samples of parents and one of teachers were interviewed to determine (1) what parents of early adolescents believe about adolescence as a developmental period and what they expect for their own adolescents' development; (2) junior high school teachers' beliefs about adolescent development; (3) evidence for the effects of personal experience with adolescents on such beliefs; (4) how beliefs about adolescence as a developmental period affect parents' interpretation of their own child's behavior after the transition to junior high school; and (5) the relation between the latter and expectations for change parents held before their child's school transition. Results indicated that parents believed that early adolescence is a difficult time and that teachers and other adults can do much that has an influence on the adolescent. Parents also believed that children entering junior high school/adolescence will take on more responsiblity than previously, and become more concerned with appearance, social activities, and the opposite sex than they had before. Few parents endorsed statements about the child becoming increasingly clumsy or less interested in school during these transitions. Also reported are results of an analysis linking parental beliefs to child adaptation measures, and a comparison of parent beliefs with those of junior high school teachers. The study data is displayed in seven tables and five bar graphs which form the focus of the text. (Author/RH)

ED 281 652 PS 016 518

Spodek, Bernard
Chinese Kindergarten Education and Its Reform.
PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational Development; *Educational History; Educational Methods; *Educational Policy; *Educational Practices; Educational Trends; Foreign Countries; *Kindergarten; Primary Education
IDENTIFIERS- *China
The present discussion attempts to relate current changes in kindergarten education in China to contemporary political, social, and intellectual reforms. Kindergarten education in China has always reflected the country's social policy as well as its view of the nature of childhood. Currently, in China, more kindergartens exist under more varied sponsorship than previously was the case. Decentralization of decision making regarding kindergartens is presently more extensive than it was in the past. Today, Chinese kindergartens are responding to the need to educate children from one-child families and to provide day care for children of working mothers. The Chinese wish to replace formal direct teaching of kindergarten lessons with a teaching method emphasizing creativity and individuality through varied activities. The concern for different methods is a response to a need for a different kind of Chinese citizen in a reformed Chinese society. At the present time, the West is again seen as a major source of kindergarten reform. The works of Piaget and Freud are being increasingly studied, and American early childhood education is seen as a source of educational inspiration. While reform is uneven, limited by a lack of resources, and hampered by a shortage of trained teachers, it is nevertheless real. The extent to which it will ultimately change Chinese kindergartens is yet to be determined. (RH)

RC

ED 281 680 RC 015 963

Eastern Indians: An Annotated Bibliography with Emphasis on Indigenous Tribes of Connecticut.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 86
NOTE- 72p.
AVAILABLE FROM- Connecticut Department of Education, State Office Building, Capitol Ave., Hartford, CT 06106 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indians; *Audiovisual Aids; Childrens Literature; *Content Analysis; Elementary Secondary Education; Ethnic Bias; *Ethnic Stereotypes; Evaluation Criteria; Instructional Material Evaluation; Library Materials; Racial Bias; *Reading Materials; Resource Materials; Tribes
IDENTIFIERS- *Connecticut; New England; United States (Northeast)

The 137 books, audiovisual materials/sources, resource people and places, teacher resources, and bibliographies in this annotated bibliography for elementary and secondary school use were selected by members of the Connecticut Indian Education Council, the majority of whom are Native Americans. The Council attempted to include items describing American Indians of Connecticut and the Eastern Woodlands which avoided stereotypes, were factually correct and balanced, had no distortion or bias, and were generally accessible. The Council considered all listed materials, published between 1643 and 1985 (majority after 1970), to be useful and above average resources with the exception of those in a section entitled "Caveat Lector" which lists popularly used materials containing serious distortion, error, or bias. Bibliographical entries are arranged alphabetically by author in 10 sections: Connecticut, New England, Eastern Woodlands, North America, Audiovisual Materials and Sources, Resource People and Places, 17th and 18th Century Primary Sources, Teacher Resources, Bibliographies, and Caveat Lector (Reader Beware). Each entry contains an annotation, evaluative comments, and reading/interest level designation. An author index is included. (LFL)

ED 281 337 EC 192 434

Communicable Diseases and the Enrolled Student: A Model Policy and Rules.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Jan 86
NOTE- 11p.; For further information about this document, contact Kathy Collins at the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicable Diseases; *Disease Control; *Diseases; Elementary Secondary Education; Hygiene; Models; Preschool Education; Public Health; *Public Policy; *School Policy; *State Standards
IDENTIFIERS- Acquired Immune Deficiency Syndrome; Cytomegalovirus; *Herpes Simplex; Iowa

A model school policy provides guidelines for Iowa school systems with regard to students with AIDS (Acquired Immune Deficiency Syndrome), herpes simplex, and cytomegalovirus. The AIDS guidelines include the following: (1) Routine screening students for AIDS associated virus is not recommended. (2) Children infected with the AIDS associated virus, who are receiving medical attention, should be able to attend classes in an unrestrictive setting, as should siblings of infected children. (3) An alternative educational plan should be provided for an infected child under certain circumstances. (4) Educational management decisions should involve the physician, parent or guardian, public health personnel and educational personnel. (5) An infected child should be excluded from school during an outbreak of a threatening communicable disease. (6) Specified hygiene precautions should be observed in cleaning up the body fluids of any child. (7) Inservice education to disseminate medical and other information about AIDS should be provided to school personnel. Guidelines regarding students with herpes simplex and cytomegalovirus state that infected children should not be excluded from school unless they are too ill to attend or unless secretions cannot be adequately controlled. Infection control through hygienic practices is recommended. (KM)

ED 281 367 FL 016 644

English Teaching Profile: Netherlands.
British Council, London (England). English Language and Literature Div.
PUB DATE- Aug 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Postsecondary Education; Research Projects; *Second Language Instruction; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Netherlands

A review of the status of English language instruction in the Netherlands begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at the secondary and postsecondary levels, the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and American support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. There is a healthy willingness in the Netherlands to examine the aims and methods of English teaching and a strong movement toward the communicative approach. Roughly a quarter of the preservice teacher training program is devoted to pedagogy and methodology, producing better-equipped secondary school teachers. However, there is also resistance among teachers to extensive inservice training that adds to their already heavy workloads. (MSE)

ED 281 398 HE 019 823

Trends in Technology Transfer at Universities. Report of the Clearinghouse on University-Industry Relations.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- Jul 86
NOTE- 61p.
AVAILABLE FROM- Association of American Colleges, One Dupont Circle, Suite 730, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Economic Development; *Higher Education; Incentives; Industry; *Inventions; *Patents; Philanthropic Foundations; Public Policy; Research Universities; *Research Utilization; *School Business Relationship; State Programs; *Technology Transfer
IDENTIFIERS- Brown University Research Foundation PA; Joint Ventures; Michigan Research Corporation; Royalties; University Research Corporation CO; Washington Research Foundation; Wisconsin Alumni Research Foundation

Trends in university technology transfer activities and the commercialization of research results are discussed, based on a 1985 survey. Responses revealed widespread changes in internal patent and licensing activities and increased disclosure of inventions by faculty to the university. Factors contributing to this trend include: changes in federal patent policy; a new approach to the public service role of colleges; and growth of state economic development programs that provide incentives to colleges to link college-based technology with business. To enhance technology transfer of inventions, colleges have increased the number of persons who evaluate intellectual property; reduced the use of patent management firms; and revised patent policies to use resources to develop inventions and redistribute royalties to create incentives for faculty. Some universities have created nonprofit foundations and for-profit corporations to own patented inventions and to support further research on campus. University joint ventures with firms to establish for-profit corporations and wholly-owned subsidiaries were undertaken by some schools. The use of each type of arrangement at a number of specific universities is described, including Brown University, University of Wisconsin, University of Pittsburgh, University of Michigan, University of Washington, and University of Colorado. (SW)

ED 281 412 HE 020 194

McRee, Mary Ellen Rider; Cockriel, Irvin W.
No-Need Scholarships as a Factor in the School Selection Decision.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; *College Choice; *Enrollment Influences; *Financial Needs; Graduate Students; Higher Education; *Merit Scholarships; *No Need Scholarships; Student Financial Aid; Undergraduate Students

The award of no-need or merit scholarships and the effect on college choice are discussed. No-need scholarships are increasingly being used to draw students to the teaching profession, provide financial aid, and to recruit students who are academically and athletically talented. When these awards attract bright students to campuses, they can help improve campus academic reputations. The majority of no-need scholarships are awarded to freshmen. Researchers have observed that costs are important in the initial selection of a college, more for the potential graduate student than the undergraduate. However, obtaining financial aid after the freshman year appears to become a factor in continuing and maximizing satisfaction with one's educational experience. Financial assistance has been shown to be of particular concern to the older student. While no-need scholarships are not the key factor in the decision to matriculate at a particular institution, their availability may become important in the ability to successfully complete college. As students become more financially responsible for their college education, no-need monies will be increasingly important. (SW)

ED 281 426 HE 020 297

Allen, David F.
Student Cost Study, Fall 1986.
North Carolina Univ., Wilmington. Div. of Student Affairs.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). Survey form has blurred print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Commuting Students; Full Time Students; Higher Education; Institutional Research; *Noninstructional Student Costs; On Campus Students; Part Time Students; Questionnaires; *Student Employment; *Student Financial Aid
IDENTIFIERS- *University of North Carolina Wilmington
Indirect student costs at the University of North Carolina at Wilmington were studied: semester expenses for food, shelter, clothing, books and supplies, personal items, health care, transportation, and child care. Selected cost data were also compared to student characteristics including: whether they had ever received financial aid from the university, their enrollment status, whether they were claimed as a dependent on their parents' taxes, their physical handicap status, employment status, place of residency, and whether they were currently on a university meal plan. Out of a sample of 433 students polled, a total of 145 students responded and represented both full-time and part-time on-campus and off-campus students. Among full-time students, food costs averaged $100 per semester more for on-campus students than for off-campus students. Being a financial aid recipient had little to do with one's employment status. There was no significant link between being on financial aid and cost of living as measured by indirect expenses. Finally, there was no significant connection between having a job and cost of living. The questionnaire and response data are appended. (SW)

ED 281 440 HE 020 344

Thelin, John R.; Townsend, Barbara K.
Fiction to Fact: College Novels and the Study of Higher Education. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 13-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Athletics; *College Environment; College Students; *Fiction; Higher Education; Information Sources; Learning Experience; Literature Reviews; *Novels; *Postsecondary Education as a Field of Study; Social History; Social Life; Student Attitudes; *Student Experience
IDENTIFIERS- *ASHE Annual Meeting
The possible use of fiction about colleges as part of the study of higher education is considered, based on analysis of 80 student-centered college novels written by authors who attended the depicted colleges. The novels used colleges as either the subject matter or setting. Three criticisms of the idea of using fiction are discussed, including the argument that novels are not intended necessarily to provide accuracy or facts and would be a dubious source of information about colleges and universities. Positive ways that college novels can be used are also addressed. It is suggested that college novels are an art form that projects distinctive images of undergraduate life. Specific novels that focus on college athletics and fraternities and sororities are briefly described as examples. Novels can also serve as sources of information about the impact of college on students and on how alumni perceive the college experience. College novels can also be informative about customs, rituals, jargon, and fashions within the American campus. It is suggested that fiction can provide an alternative or supplement to other sources of information about the college experience. (SW)

ED 281 468 HE 020 372

Whiteley, Meredith A.
Mathematics as the Critical Filter to College Majors: A Structural Model Analysis. ASHE 1987 Annual Meeting Paper.
PUB DATE- Feb 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (San Diego, CA, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Academic Persistence; Career Choice; *College Mathematics; *College Preparation; Educational Background; *Grades (Scholastic); Higher Education; High Schools; Longitudinal Studies; *Majors (Students); Prerequisites; Racial Differences; Sciences; *Secondary School Mathematics; Sex Differences; Student Attrition
IDENTIFIERS- *ASHE Annual Meeting
To extend the analysis of mathematics as the "critical filter" into actual college experience, the influence of high school and college mathematics on choice of majors and progress in the major during college was studied using data from 745 freshmen at Arizona State University. Attention was also directed to an expanded mathematics curricula that was designed to provide students the opportunity to remedy their mathematics deficiencies and to pursue math-based scientific or technical college majors and careers. Comparative data were included on: the level of gender segregation and the racial or ethnic distribution of college majors, the high school academic background of students in different majors, and changes in majors during the four years of study. Majors were grouped into seven discipline clusters, classified on the basis of the level of mathematics required. Structural-equation models for each of the seven discipline clusters showed the relationship of students' precollege mathematics background, mathematics course taking, grades, and progress in college majors. Findings include: 45% of students majoring in scientific/technical majors did not have trigonometry or fourth-year high school mathematics; and the majority of college students made some significant change from intended to actual majors during college. (SW)

ED 281 526 IR 012 648

Black, Claudia
Quiet, Computer at Work.
PUB DATE- 86
NOTE- 16p.; Student paper, Georgia Southwestern College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Databases; *Futures (of Society); Information Dissemination; Information Networks; *Information Retrieval; Information Seeking; Librarians; *Library Automation; Library Networks; *Library Services; Shared Library Resources; Telecommunications; User Needs (Information); *Users (Information)

Libraries are becoming information access points, not just book repositories. With greater distribution of printed materials, increased use of optical disks and other compact storage techniques, the emergence of publication on demand, and the proliferation of electronic databases, libraries without large collections will be able to provide prompt access to materials. The library of the future will not be judged by the size of its collection, but by its success in providing information quickly and accurately. Technology and a national library network will free libraries from many routine chores of processing and locating information. By using telecommunications it will be possible for researchers to do a comprehensive search for information on a topic without ever leaving home. Books will always be the backbone of the library, however, and the use of computer technology does not mean a loss of human contact for the patron. Library users will always want and need to talk to a librarian. (MES)

ED 281 555 IR 051 900

Lyle, Jack W.
An Investigation and Description of Certain Actions Taken to Publicize the Documents Collection of Selected Academic United States Government Documents Depository Libraries in Illinois, Indiana, Kentucky, Michigan, and Ohio.
PUB DATE- Jan 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Bibliographies; *Government Publications; Higher Education; *Information Dissemination; *Library Collections; Library Extension; Library Guides; Library Instruction; Library Surveys; Newsletters; *Publicity; Questionnaires
This study examines publicity actions designed to draw people into academic libraries for the specific purpose of visiting U.S. government documents collections. Data were obtained through interviews with the documents librarians at 12 academic libraries selected as having active documents programs on the basis of their responses to a brief survey. The interviews focused on the following aspects of publicity: (1) the preparation and use of guides, bookmarks, flyers, bibliographies, accessions lists, and newsletters; (2) the role of the documents department in providing instruction, orientation, and workshops on documents; and (3) methods of making individuals and librarians in the community aware of the documents collection. Various techniques used to publicize government documents collections are detailed, and recommendations for further study are presented. The survey instrument is appended. (KM)

ED 281 623 PS 016 476

Golomb, Claire; Helmund, Judith
A Study of Young Children's Aesthetic Sensitivity to Drawing and Painting.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aesthetic Values; Age Differences; Art Materials; *Art Products; *Childrens Art; *Elementary School Students; *Kindergarten Children; Motivation; Primary Education; Selection; Standards; *Value Judgment
IDENTIFIERS- Representational Competence
This study examines the emergence of aesthetic sensitivity in the young child as a maker of art and as a critic of the work of peers. Two studies were designed to explore the child's own, mostly implicit, assumptions about child art, sensitivity to stylistic and drawing system differences, and to compositional patterns that characterize the work of younger and older children. The first study examined kindergarten children's spontaneous productions; the extent to which certain media, such as paints, brushes, magic markers, pencils, or crayons are preferred modes for either abstract or representational drawings and paintings; and reasons for such preferences. The second study examined elementary school students' aesthetic judgment of peers' art works that were to some extent similar to the children's own work. The study explored the child's conception of child art, and elicited accepting and rejecting responses to typical childhood productions, in an attempt to establish criteria the child used for judging his or her own work. (RH)

ED 281 693 RC 016 203

Fries, Judith E.
The American Indian in Higher Education: 1975-76 to 1984-85.
Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS87-321
PUB DATE- Mar 87
NOTE- 39p.; Contains small print; some tables may be marginally legible.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *American Indian Education; American Indians; Career Choice; College Faculty; College Graduates; *Degrees (Academic); Demography; *Enrollment Trends; *Graduate Students; *Higher Education; High School Graduates; Majors (Students); Statistical Data; Trend Analysis; *Undergraduate Students
IDENTIFIERS- Support Personnel
This report explores several areas of participation of American Indians in higher education. Following a brief history, data are presented on population characteristics, enrollment, degrees, staff, and institutions for the years 1975-76 to 1984-85. Data vary according to year and cover virtually all accredited United States colleges/universities. Highlights of the report indicate that: the number of "college-age" American Indians more than doubled during the 1970s; by 1980, 60% of American Indians aged 18 to 24 had graduated from high school, up from 51% in 1970; only 8% of American Indians 25 years old and over were college graduates in 1980, compared with 17% of whites; total American Indian enrollment in institutions of higher education increased by more than 15% from 1976 to 1982. Other data show that: more American Indian females than males were enrolled at the undergraduate and graduate levels in 1984; the number of bachelor's and higher degrees awarded to American Indians increased over 8% from 1976 to 1981; between 1976-79, education was the bachelor's degree field of choice, while in 1981 business and management were chosen most often; and 60% of American Indians employed full-time in colleges/universities worked in support occupations, 19% were faculty, and 6% were administrators/managers. (NEC)

ED 281 706 RC 016 229

Family Food Choices: A Guide to Weight and Diabetes Control.
Indian Health Service (PHS/HSA), Rockville, MD.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.
PUB DATE- 86
NOTE- 15p.; This report was done with the cooperation of the Michigan Diabetes Research and Training Center, and the National Institute of Arthritis, Diabetes, and Digestive and Kidney Diseases.
GRANT- NIH-5-P60-AM20572
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alcohol Education; *American Indians; *Diabetes; Dietetics; Eating Habits; *Food; *Nutrition Instruction; *Obesity; *Patient Education

Written for American Indians who have diabetes, this folder explains diabetes and outlines a weight control program and diet. The folder discusses the five things diabetics can do to help control their disease: lose weight, watch the amount and kind of fat eaten, eat more food with fiber, avoid sugar, and avoid alcohol. Charts for foods containing fats--meat, fowl, fish, eggs, dairy, oils and fats--list common foods by low, medium, high, and very high fat content and suggest how frequently these foods should be used. Charts for foods containing fiber--vegetables, fruits, starches--list common foods by high, medium, and low fiber content and suggest ways to eat more fiber. A discussion of sugar suggests foods to avoid and ways to eat less sugar. Tips on how to drink less alcohol suggest drinks which can be substituted. (LFL)

ED 281 720 SE 047 914

Schimizzi, Ned V.
What Is Experimental Research Saying about Mathematics Word Problem Solving? A Review of Thirty-Four Studies Completed between 1980 and 1986.
PUB DATE- 87
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Experiments; Learning; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Research Utilization; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Education Research
Experimental studies conducted since 1980 were reviewed. Each of the 34 studies concerning problem solving is briefly summarized, followed by comments, criticisms, and/or concerns. A summary indicates that experimental research of the 1980s seems to focus on: (1) children's processes, understanding, functioning, difficulties, and representations; (2) instructional models and techniques; and (3) the language, readability, structure, format, and syntax of problems. Omissions of topics, general findings, and criticisms are noted. Then 34 "major findings" are listed, followed by 55 suggestions and questions for further research. Forty-two references are provided, and an appendix presents three general semantic categories for addition and subtraction word problems. (MNS)

ED 281 351 FL 016 290

Christensen, Torkil
An Approach to English Composition for College Freshmen in an EFL Situation.
PUB DATE- Apr 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College Freshmen; *English (Second Language); Foreign Countries; Higher Education; Language Proficiency; *Language Skills; Second Language Instruction; Self Esteem; *Skill Development; *Writing (Composition); *Writing Exercises; Writing Instruction
IDENTIFIERS- Japan; Japanese People
A technique for teaching English as a foreign language (EFL) that requires students to write relatively simple English in large volume has been successful in developing both language skills and self-confidence. Students rewrite stories to reflect situations and conditions different from those in the original telling; for example, by changing the voice (subjective to objective) or time (past to future). Each rewritten story is read and corrected by a fellow student before being submitted to the teacher. The approach is suggested for use for a limited period with students who have studied considerable English but have written little or are reluctant to express themselves in English. (MSE)

ED 281 666 PS 016 535

Howze, Wendell M.
The Development and Use of a Local Child Safety Education Clearinghouse.
PUB DATE- 86
NOTE- 186p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Children; *Clearinghouses; Community Centers; Community Resources; *Computer Oriented Programs; *Information Centers; Information Sources; Program Design; *Program Implementation; Resource Centers; *Safety Education
IDENTIFIERS- *Child Safety
This practicum involved developing and implementing on a pilot basis a clearinghouse for resources on child safety education. The setting was a growing urban county in the Sunbelt. Project goals were to (1) locate local resources for child safety education; (2) establish a computerized database of the resources; (3) develop a system by which groups in the community could access the database; and (4) determine if, after the pilot implementation, continuation of the clearinghouse was warranted. All goals were met and evaluation results exceeded the minimum performance levels established for success in the project. Recommendations were made for continuing, improving, and expanding the clearinghouse. The project and its outcomes are described in five chapters and supporting documentation is appended. (Author/RH)

ED 281 383 FL 016 660

Benesch, Sarah
Word Processing in English as a Second Language: A Case Study of Three Non-Native College Students.
PUB DATE- Mar 87
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; Computer Uses in Education; *English (Second Language); Equipment Utilization; *Foreign Students; Higher Education; Microcomputers; *Revision (Written Composition); Student Attitudes; *Word Processing; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- City University of New York
A study examined the effects of using a microcomputer for writing on the composing processes and attitudes toward writing of three non-native college students. The subjects were a Korean, an Egyptian, and a Pole, former students of remedial writing in English as a second language (ESL). The data used included multiple drafts from a previous semester's writing, transcripts of interviews, word-processed multiple drafts, field notes of the students' verbal and nonverbal writing behavior, students' process journals, and videotapes of their word processing. The students received initial instruction in using the software and were then told to use the computer to complete their present ESL class assignments. The results indicate that the subjects, each of whom had characteristically done extensive revising with pen and paper, did not use computer time to revise. One used it as a tool for generating ideas, another used it for editing, and the third used it for gaining familiarity with the technology. The study further examines the reasons for each student's distinctive use of the computer. (MSE)

ED 281 482 IR 012 593

Ballay, Joseph M.; And Others
CMU/IBM Usability Study: Final Report. CDC Technical Report No. 11.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-11
PUB DATE- Mar 84
NOTE- 112p.

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communications; *Computer Assisted Instruction; *Computer Software; Design; Engineering; Higher Education; Industry; Systems Development
IDENTIFIERS- *Computer Assisted Design; *Computer Users; Design (Engineering); Information Management; Visual Representation

This report focuses on the activities and findings of the fourth phase of research carried out at Carnegie-Mellon University (CMU) on the development of user documentation for computer-aided design (CAD) systems. The first of four major sections provides an overview of recent research, issues involved in the research, and implications of the findings that will enhance the design process as it is practiced by engineers and industrial designers. The second section reports on user process research, which involved the observation of approximately 50 designers, design students, engineers, and draftsmen. Topics addressed include the character of the design process, selective refinement of visual images created and used in the process of problem solving, and techniques used to manage the large amount of external information used by the designer in reaching a final solution. Several concepts that should influence future development of computer-aided design software manuals and computer manuals in general are identified in the third section, which discusses the development of the second module of the CMU CADAM Manual for IBM (International Business Machines). Computer-assisted instruction (CAI) for CADM design software is compared to printed documentation in the fourth section. The appendix includes background on the development of documentation for CADAM, CAI program documentation, and CAI testing materials. (MES)

ED 281 497 IR 012 614

Sachter, Judy E.
The Basic Concepts of Three-Dimensional Computer Graphics for Artists.
PUB DATE- 84
NOTE- 102p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Aesthetic Values; Art Education; Color; *Computer Graphics; Light; *Three Dimensional Aids; *Visual Arts
IDENTIFIERS- Cartesian Coordinates; Polygons

Arguing that an artist using any new medium must understand its techniques and limitations, this master's thesis is intended to demystify state-of-the-art 3-D computer graphics through a discussion of the technical literature from the artist's point of view and an analysis of the curricular needs of the artist. The first of six chapters discusses art, art education, and computer graphics; learning to use and make new tools; and aesthetic and artistic issues. Modeling the world in the computer is the focus of the second chapter, which provides an overview of 3-D computer graphics as well as discussions of the time and space and computational costs; visualizing the world; the Cartesian coordinate system; and the creation of data. The third chapter discusses describing a changing world, including object transformations, scaling, translation, rotation, object or scene descriptions, and computer animation. Viewing a model of the world is discussed in the fourth chapter, including the illusion of depth, view transformations, and hidden-surface removal. Focusing on 3-D realism, the fifth chapter describes light, shading, and color models, as well as surface and image qualities. Possibilities for the artist in 3-D computer graphics are summarized in the concluding chapter. Sixty-one figures illustrate the text, and both a glossary and a 59-item bibliography are included. (MES)

ED 281 541 IR 051 884

Zeidner, Nancy I., Comp.
Bibliographic Access in ARL Libraries. SPEC Kit 26.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Apr 76
NOTE- 158p.; Some tables contain small print.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; *Cataloging; Higher Education; Library Acquisition; *Library Automation; Library Services; Library Surveys; *Online Searching; Online Vendors; *Research Libraries
IDENTIFIERS- Association of Research Libraries; DIALOG; OCLC

This Systems and Procedures Exchange Center (SPEC) kit compiled by the Association of Research Libraries (ARL) contains documents pertaining to bibliographic access in ARL libraries. Data collected in a 1975 SPEC user services survey are presented in two tables to illustrate new, eliminated, and planned services in ARL libraries and methods of dealing with common obstacles to bibliographic access in research libraries. Additional contents include: (1) selected portions of a report to the Council on Library Resources describing automation projects and plans for change in academic libraries; (2) a description of procedures for the use of the OCLC (Online Computer Library Center) system from the University of Connecticut; (3) a description of an automated catalog card production system from the University of Maryland; (4) reports on library automation, and limited cataloging, pamphlet cataloging, and discard from Pennsylvania State University; (5) guidelines for implementing search services from the University of California at Berkeley; (6) selected portions of a report on computer-assisted information services from Northwestern University; (7) a discussion of factors to consider in the implementation of the Lockheed Dialog online bibliographic information retrieval service from the University of Nebraska, Lincoln; (8) a draft version of a computer search reference manual from Stanford University; and (9) a description of an automated literature search service from the University of Pennsylvania. (KM)

ED 281 608 PS 016 305

Eheart, Brenda Krause
Training Day Care Providers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 3p.
CONTRACT- 400-86-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Certification; *Child Caregivers; Credentials; *Day Care Centers; Early Childhood Education; *Family Day Care; *Preschool Teachers; Public Schools; *Staff Development; Teaching Methods; *Training
IDENTIFIERS- ERIC Digests; *Professionalism
The training of child caregivers is a key factor in the provision of quality day care for young children. However, little is known about what types of training for day care providers are most effective in promoting children's development. Several issues related to training and credentialing need to be addressed: (1) Do day care home providers need the same training as center-based caregivers? (2) Should the training of prekindergarten teachers differ from that of center- or home-based caregivers and, if so, how? (3) Do teachers of 4-year-olds in the public schools need four years of college training or is a degree from a child care training program in a community college adequate preparation? and (4) Should uniform, enforceable regulations be established for credentialing of child caregivers/prekindergarten teachers? Closely tied to credentialing issues is the question of whether preschoolers should be taught using a didactic, teacher-directed approach or a child-centered approach. (NH)

ED 281 352 FL 016 344

Christensen, Torkil
University Entrance Examinations and English Teaching in Japanese High Schools--A Non-Japanese Evaluation.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Convention of the Communication Association of the Pacific-Japan (14th, Kyoto, Japan, June 16-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *College Entrance Examinations; *English (Second Language); Foreign Countries; Grammar; *Reading Instruction; *Relevance (Education); Secondary Education; *Secondary School Curriculum; Structural Analysis (Linguistics); Teaching Methods; *Test Construction; Test Format; Test Validity
IDENTIFIERS- Japan
The approach used to teach English in Japanese high schools is evaluated from the perspective of the skills needed for the university entrance examinations. The tests are examined for item type and for the skills and learning processes needed to answer them. An extensive graded reading program is most appropriate to prepare students for these tests, rather than the current practice of grammar analysis and intensive study of a limited amount of reading material. (MSE)

ED 281 512 IR 012 632

Duby, Aliza
Formative Evaluation of ETV Programmes in the Early Stages of Their Development.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Cost Effectiveness; *Educational Television; *Evaluation Criteria; *Evaluators; *Formative Evaluation; Instructional Development; Material Development; Needs Assessment; Production Techniques; *Self Evaluation (Groups)
This paper makes a distinction between the formative evaluation that can be carried out in the early stages of the development of educational television programs, i.e., from the emergence of the idea through the development of a script, and those that have to be executed in the later stages of development, i.e., during the production process. The nature of these phases of development is explained, and the evaluation activities that could be integrated with them are suggested as well as who should carry out the evaluations. Cognitive, affective, medium, content, design, and aesthetic criteria that can be used in this evaluation process are listed, and it is argued that the earlier the evaluation takes place, the more effective and feasible it is. A 63-item list of references is provided. (MES)

ED 281 721 SE 047 915

Williams, Janice E.
Recent Findings from the SIMS Study.
PUB DATE- Apr 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grade 8; *International Studies; Junior High Schools; *Mathematics Achievement; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Time Factors (Learning)
IDENTIFIERS- *Mathematics Education Research; *Second International Mathematics Study
This paper presents an in-depth study of the effect of opportunity to learn (OTL) on eighth-grade students based on mathematics performance in an international setting. Item screening reduced the original 199 items from the Second International Mathematics Study (SIMS) to 152 items for which both OTL and p-values were reported across all items for eight participating countries. Initial analyses indicated no overall country significant relationship between OTL and student achievement. In addition, follow-up analyses of the Country by Item residuals revealed only minor overall relationships. This conclusion was substantiated with both correlational and ANOVA methodology. It was concluded that these data provided no real support for hypotheses relating OTL to differences in student performance between countries. Two alternative methods of measuring OTL were suggested. (Author/MNS)

DOCUMENT RESUME

ED 281 722 SE 047 916

Nelkin, Dorothy
The Creation Controversy: Science or Scripture in the Schools.
REPORT NO.- ISBN-0-8070-3155-0
PUB DATE- 84
NOTE- 225p.
AVAILABLE FROM- Beacon Press, 25 Beacon Street, Boston, MA 02108-2800 ($9.95 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Controversial Issues (Course Content); *Creationism; Elementary Secondary Education; *Evolution; Public Opinion; Public Policy; *Science and Society; Science Education; *Science Education History; *Science Instruction; Social Influences; Social Values
Designed to explore the complex spectrum of motives and perceptions underlying contemporary criticism of science as expressed in the arena of public education, this study presents a comprehensive account of the struggle between creationists and scientists from the 19th century to the present. Part 1 briefly portrays the historical context of present-day disputes, discussing those aspects of the early reaction to Darwinian evolution and its introduction in the schools that have recurred in contemporary conflicts. A description of the science curriculum reform movement is also provided. Part 2 discusses contemporary textbook watchers, analyzing their social and political base, and their political tactics. Part 3 presents case studies of the disputes that occurred in California, New York, and Arkansas. An analysis is offered in part 4 of the impact of and the social and political concerns underlying the collision of values over science education, and the relationship between science and personal beliefs. Appendices include: (1) the decision of the case of Rev. Bill McLean v. Arkansas Board of Education; (2) report of a survey on public knowledge of science; and (3) proposed creationist revisions of the California Science Framework. (ML)

DOCUMENT RESUME

ED 281 739 SE 047 933

Daly, Judith; And Others
Computer Assisted Vocational Math. Written for TRS-80, Model I, Level II, 16K.
New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 87
NOTE- 432p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Oriented Programs; *Computer Software; *Curriculum Development; Instructional Materials; Learning Activities; *Mathematics Instruction; Occupations; Secondary Education; Secondary School Mathematics; *Vocational Education; *Worksheets
This computer-assisted curriculum is intended to be used to enhance a vocational mathematics/applied mathematics course. A total of 32 packets were produced to increase the basic mathematics skills of students in the following vocational programs: automotive trades, beauty culture, building trades, climate control, electrical trades, medical/dental technology, and recreational vehicles. Designed to be used one day each week, the curriculum requires each student to be at a computer. Students complete a diagnostic skills inventory, and then are assigned to the appropriate unit. Topics include: computation with decimals, rounding numbers, fractions, percents, metric measurement, perimeter, area, volume, equations, formulas, ratio and proportion, graphing, and computer programming. Each unit contains the program printout for tutorials as well as other lesson materials, such as problems to be worked. The appendix presents the Trouble Shooting Manual to assist educators in implementing the curriculum. Both computer programming and instructional notes are included. (MNS)

DOCUMENT RESUME

ED 281 755 SE 047 949

Newton, David E.
Science and Social Issues. Revised Edition.
PUB DATE- 87
NOTE- 252p.; First edition is no longer in print.
AVAILABLE FROM- J. Weston Walch, Publisher, P.O. Box 658, Portland, ME 04104-0658 (01-7036, $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Controversial Issues (Course Content); Critical Thinking; Problem Solving; *Science Activities; *Science and Society; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Social Problems; Values
Developed to help teachers and students deal with some of the current issues in science and technology, this book outlines a system for studying socioscientific problems that can be developed in class and then be applied in a life setting. Issues related to the biological sciences, physical sciences, and science as a social institution are addressed. Each of the topics is approached in a five-step sequence. These include: (1) an introduction (providing a background for the topic); (2) a background reading list (designed to get students started on research); (3) a case study (presenting a real or fictional situation that requires a decision); (4) "buck-stops-here" question (requiring that students make a commitment on the issue addressed in the case study); and (5) additional questions (serving as starting points for further discussion and investigations). A section is included that explains the use of background readings and also identifies major sources of news and comment. (ML)

DOCUMENT RESUME

ED 281 770 SE 047 964

Mulkey, Lynn
Universalism in Science: The Social Organization of Textbook Knowledge.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Elementary Education; *Elementary School Science; Political Science; *Science Careers; Science Curriculum; Science Education; *Science Instruction; Science Interests; *Social Class; Socioeconomic Status; Textbook Bias; Textbook Content; *Textbook Research

This study is based on the premise that research on science textbook content has not specifically dealt with patterned class and grade level differences in how the organization of the content orients students to the cognitive and personality characteristics identified as precursors to scientific careers. The investigation analyzed the effects of social class and grade level on the content of science textbooks from middle- and working-class school districts and from upper and lower grades. Content was examined on the basis of six variables: (1) orientation to cognitive flexibility; (2) orientation to abstract thinking; (3) orientation to communicative fluency; (4) orientation to autonomy; (5) orientation to goal-achieving; and (6) orientation to positive imagery. The results indicated that while more science texts are available to children in middle-class districts than in working-class districts, availability of knowledge important for the development of a scientific role is, on the average, the same for both middle- and working-class districts. In addition, the data suggests that social class has a distinctive effect on orientation to cognitive flexibility. Comparisons are made, with research done on political science textbooks. (TW)

ED 281 723 SE 047 917

Penick, John E., Ed.
Science Teaching and Career Awareness. Focus on Excellence, Volume 4 Number 1.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-87355-066-8
PUB DATE- 87
NOTE- 35p.
GRANT- MST-8216472
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue NW, Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Awards; *Career Awareness; Career Education; *Demonstration Programs; Earth Science; Elementary School Science; Elementary Secondary Education; Marine Education; Science Careers; *Science Education; *Science Programs; Secondary School Science
IDENTIFIERS- *Excellence in Education; *National Science Teachers Association

The Search for Excellence in Science Teaching and Career Awareness was undertaken to recognize programs that have proven to be innovative in leading students to greater career awareness. This document lists and explains the criteria for excellence in this search and provides descriptions of the five exemplary programs that were selected. Program titles and awarded schools include: (1) "A Nationally Validated Middle School Science Career Awareness Program" (Jones Middle School, near Columbus, Ohio); (2) "Marine Science Career Awareness" (Marine Science Center, Poulsbo, Washington); (3) "The Primary Integrated Curriculum" (Jefferson County Public Schools, Lakewood, Colorado); (4) "ESCES: Exposing Students to Careers in Earth Science" (McLean High School, McLean, Virginia); and (5) "Science Mentor Program" (Indianapolis Public Schools, Indianapolis, Indiana). A summary is also provided of the highlights of the exemplary programs. (ML)

ED 281 740 SE 047 934

Claxton, Guy
Minitheories: A Modular Approach to Learning Applied to Science.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Structures; Elementary Secondary Education; Learning; *Learning Processes; *Learning Theories; Misconceptions; Schemata (Cognition); *Science and Society; Science Education; *Science Instruction; Scientific Concepts
Perspectives on a psychological approach to learning are offered in this paper. Specific emphasis is directed to the assumption that children possess "minitheories." Minitheories are defined as attempts to make sense of particular kinds of experiences and are explained and delimited by the domain of experience to which they currently apply. This paper reviews: (1) basic assumptions and accompanying guide questions on this approach to science learning; (2) specifics about the dimensions and impacts of children's minitheories; (3) ideas on the learning process; (4) descriptions, examples, and comparisons of gut ("experiential") science, lay science, and school science; (5) perspectives on the potential overlaps, conflicts, and resistances related to mini-theories; and (6) ideas on the aims of science teaching. A reference list is also provided. (ML)

ED 281 756 SE 047 950

Science Curriculum Framework.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 84
NOTE- 108p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biology; *Earth Science; Educational Objectives; Elementary Education; *Elementary School Science; Environmental Education; *Physical Sciences; Science and Society; *Science Curriculum; Science Education; Science Instruction; Space Sciences; State Curriculum Guides
IDENTIFIERS- *Tennessee

Developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this publication serves as a basis for developing science curriculum guides for teachers of science in grades K-8. In this framework, science skills are listed by grade groups: K-2; 3-4; 5-6; and 7-8. These skills are categorized as process skills, reading/study skills, and interpersonal relations and attitudes. Goals, concepts, and terminal objectives are stated by grade level for each science area. Science areas include physical science; life science; earth and space sciences; and environmental sciences. A system which entails a call number is employed with each of the terminal objectives. (ML)

ED 281 771 SE 047 965

Todd-Mancillas, William R.; Sisson, Edwin
Cheating among Engineering Students: An Analysis.
PUB DATE- 17 Feb 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Chicago, IL, February 17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; Codes of Ethics; *College Science; *Engineering Education; Engineers; *Grades (Scholastic); Higher Education; Integrity; Science and Society; Science Education; *Science Instruction; Science Teachers; *Student Behavior; Teacher Student Relationship
Recalling several recent catastrophic examples of unethical behavior among engineers, this paper examines some of the obvious and non-obvious consequences of academic dishonesty as it occurs in engineering courses. The results of several studies relating to the extent of cheating in engineering courses, as well as the reasons for cheating are presented. Instructor complacency, pressure to win, and student ignorance are reported to be the main reasons why cheating is widespread and increasing. The consequences of cheating are discussed in terms of harm done to the cheater, noncheating students, instructors, the engineering profession, and society in general. Cheating is shown to put cheaters at an advantage when it comes to grades, admission to graduate school, application for scholarships, and job seeking. The performance of cheaters on the job is discussed, and the problems that occur when the company discovers that the engineer's job performance is far below what had been anticipated. This can hinder the efforts of colleges in placing students with companies that have had negative job performances from previous graduates of that institution. Specific suggestions to combat and prevent cheating in college engineering courses are included. (TW)

ED 281 741 SE 047 935

Tobin, Kenneth
Exemplary Practice in Science Classrooms.
PUB DATE- 87
NOTE- 18p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Models; Teaching Styles
IDENTIFIERS- *Australia (Western Australia); Outstanding Teachers; Science Education Research
The Exemplary Practice in Science and Mathematics Education (EPSME) project involved outstanding teachers of science or mathematics from Western Australia. The project's goal was to identify effective practices of exemplary teachers for the purpose of developing programs for improving practices in science classrooms. Thirteen science teachers and 13 mathematics teachers from grades one to 12 were selected and participated in the study. This paper describes examples of effective and less effective teaching strategies for two teachers of the sixth grade and two high school science teachers. An analysis of the observed teaching behaviors is presented. Problems associated with inadequate content knowledge are identified. Recommendations are offered and the need for providing science training specialists in the primary schools is supported. (ML)

ED 281 757 SE 047 951

Biermann, Carol; Sarinsky, Gary
Analysis of Selected Cognitive Abilities and Other Factors Associated with Achievement in a Biology Preparatory Course and Beyond at an Urban Community College.
PUB DATE- Apr 87
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *College Science; Higher Education; Predictor Variables; *Remedial Instruction; Remedial Programs; Science Education; Science Instruction; *Skill Development
IDENTIFIERS- *Science Education Research
This study was undertaken to determine whether a biology preparatory course, given at an urban community college, was helping students to develop the proper skills and background necessary for them to successfully complete follow-up courses in biology. From this case study, it was discovered that only 16% of the initial group of preparatory students enrolled in, and passed a follow-up biology class in anatomy, physiology, or general biology. Examination of the preparatory group, using discriminant analysis ascertained that mathematics score was the principle discriminator between pass/fail groups. A step-wise multiple regression analysis of the variables explaining the preparatory grade showed that mathematics score, reading score, and type of high school degree explained 33% of the variance. Of the students who did pass the preparatory course and enrolled in a follow-up biology class, their preparatory grade was a good predictor of their achievement (measured by follow-up course grade) as determined by multiple regression. (Author)

ED 281 724 SE 047 918

Penick, John E., Ed.
Preservice Elementary Teacher Education in Science. Focus on Excellence, Volume 4 Number 2.
National Science Teachers Association, Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-87355-065-X
PUB DATE- 87
NOTE- 50p.
GRANT- MST-8216472
AVAILABLE FROM- National Science Teachers Association, 1742 Connecticut Avenue NW, Washington, DC 20009 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Awards; *Demonstration Programs; Elementary Education; *Elementary School Teachers; Higher Education; *Preservice Teacher Education; Professional Recognition; Science Education; *Science Programs; Science Teachers; *Teacher Education Programs; Teacher Improvement
IDENTIFIERS- *Excellence in Education; *National Science Teachers Association

The Search for Exemplary Preservice Elementary Science Programs was undertaken to recognize programs that modeled effective teaching behaviors and prepared teachers for developing appropriate attitudes and skills in students. This document describes the seven exemplary programs that were recognized by the National Science Teachers Association's Search for Excellence. The criteria for excellence are listed and explained and perspectives are offered on what was learned from the search. Programs reviewed include those from: (1) University of Toledo; (2) Ball State University; (3) University of Georgia; (4) Eastern Michigan University; (5) Utah State University; (6) Austin Peay State University (Tennessee); and (7) University of Southern Mississippi. (ML)

ED 281 742 SE 047 936

Klein, Margrete Siebert, Ed.; Rutherford, F. James, Ed.
Science Education in Global Perspective: Lessons from Five Countries. Selected Papers Presented at the Annual Meeting of the American Association for the Advancement of Science (Washington, D.C., January 3-8, 1982). AAAS Selected Symposium 100.
American Association for the Advancement of Science, Washington, D.C.
REPORT NO.- ISBN-0-8133-7146-5
PUB DATE- 85
NOTE- 247p.
AVAILABLE FROM- Westview Press, Inc., 5500 Central Avenue, Boulder, CO 80301 ($24.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Educational Innovation; Educational Philosophy; *Foreign Countries; *International Educational Exchange; *National Programs; *Science and Society; Science Curriculum; Science Education; *Science Instruction; *Scientific Literacy; Technological Advancement
IDENTIFIERS- *American Association for Advancement of Science; China; East Germany; Japan; USSR; West Germany
Designed to provide an international cross-section of data on science and mathematics education, this document describes the educational systems of countries that developed innovative approaches to science education. The science-centered systems of Japan, People's Republic of China, East Germany, West Germany, and the Soviet Union are featured in this symposia series publication of the American Association for the Advancement of Science. A review is provided of each country's educational objectives, philosophy, practices, curricula, teacher quality, and teacher education programs. Concerns associated with the disciplinary approach to secondary instruction, the polytechnicalization of general education, and the role of education in technological development are addressed. The basic differences between U.S. policies and practices and those of Japan, West Germany, East Germany, China, and the Soviet Union are explained and the lessons derived from this study are discussed. Nine specific recommendations are offered in areas dealing with the school, teacher preparation, and the federal government. (ML)

ED 281 758 SE 047 952

Lester, Frank K., Jr.; Garofalo, Joe
The Influence of Affects, Beliefs, and Metacognition on Problem Solving Behavior: Some Tentative Speculations.
PUB DATE- Apr 87
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; *Grade 7; Interviews; *Mathematics Instruction; *Metacognition; *Problem Solving; Secondary Education; *Secondary School Mathematics; Socioeconomic Influences; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research
Some ideas are presented about the ways in which the three domains of metacognition, affective factors, and beliefs influence the cognitive activities of seventh graders as they solve mathematics problems. The research project, initiated in 1981, is first described. Theoretical considerations are then discussed, with sections on affects, beliefs, control, sociocultural conditions, and the relationship among these domains and the domain of knowledge. Observations of seventh graders are presented, with a preliminary conceptualization of the role of perseverance. Problem-solving scenarios are provided, with contrasts between the responses of an average and an above-average student for the first scenario and reactions of other students for the other three scenarios. In the concluding discussion, the researchers note that their observations to date are speculative and likely to be altered as they continue their investigations. (MNS)

ED 281 725 SE 047 919

Curcio, Frances R., Ed.
Teaching and Learning. A Problem-Solving Focus.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-240-6
PUB DATE- 87

NOTE- 124p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($12.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Educational Philosophy; Elementary Secondary Education; Geometric Concepts; Higher Education; Mathematicians; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; *Problem Solving; Teacher Education; *Teaching Methods
IDENTIFIERS- *Polya (George)

This book is dedicated to George Polya, who focused on problem solving as the means for teaching and learning mathematics. The first chapter is a reprint of his article "On Learning, Teaching, and Learning Teaching." Then, G. L. Alexanderson paints a portrait of "George Polya, Teacher," including some anecdotes that exemplify Polya's art of teaching. Alan Schoenfeld, in "A Brief and Biased History of Problem Solving," traces problem-solving developments from Socrates to the present, with note of how Polya will continue to influence further development. In "Discovering, Modifying, and Solving Problems: A Case Study from the Contemplation of Polyhedra," Peter Hilton and Jean Pedersen discuss Polya's emphasis on problem solving as a process that leads to more questions and problems. Lester Lange continues this idea in "Polya's 'Mushrooms' -- a Mathematical Concert Remembering George Polya." Polya's views about teacher training are discussed by Jeremy Kilpatrick in "Is Teaching Teachable? George Polya's Views on the Training of Mathematics Teachers." Finally, Marilyn Suydam reviews research from the 1980s on problem solving in "Indications from Research on Problem Solving." A "Chronological Bibliography of Polya's Work in Mathematics Education" is included in the appendix. (MNS)

ED 281 743 SE 047 937

Friedl, Alfred E.
Teaching Science to Children: An Integrated Approach.
REPORT NO.- ISBN-0-394-35641-1
PUB DATE- 86
NOTE- 308p.
AVAILABLE FROM- Random House, 400 Hahn Road, Westminster, MD 21157 ($18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; Experiential Learning; Inservice Teacher Education; *Integrated Activities; Preservice Teacher Education; Process Education; *Science Activities; Science Education; *Science Instruction; *Teaching Methods

Developed to serve as a comprehensive science methods text for elementary school teachers, this book combines method with content and presents 294 science activities for classroom use. The activities are organized by content areas into 20 chapters and address topics such as sound, weather, plants and animals, oceans, nutrition, and the environment. Each activity is followed by a listing of the science processes that can be taught as part of the activity. The key features of this text include its: (1) activities approach (integrating content, methods, and processes); (2) use of discrepant events (for increasing student motivation); (3) three-step activity approach (including set induction, investigation, and resolution); and (4) lists of simple and easy to find materials. (ML)

ED 281 759 SE 047 953

De Corte, Erik; Verschaffel, Lieven
The Influence of Some Non-Semantic Factors on Solving Addition and Subtraction Word Problems.
PUB DATE- Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Educational Research; Elementary Education; *Elementary School Mathematics; Interviews; *Mathematics Instruction; *Number Concepts; Primary Education; *Problem Solving; *Subtraction; Testing
IDENTIFIERS- Belgium; *Mathematics Education Research
Over the past few years a substantial body of research has yielded evidence that the semantic structure of elementary arithmetic word problems influences children's strategies to solve them. The study reported in this document considered three other task characteristics in addition to semantic structure: (1) the order of presentation of the two given numbers; (2) the order of presentation of the two given sets; and (3) the size of the difference between the two given numbers. A paper-and-pencil test on word problems involving addition and subtraction was administered to 85 children in four second-grade classes. Twenty pupils in first-grade classes were individually interviewed.

Evidence was found in favor of the impact on children's strategy choice of the first and second variables; however, the data do not support the importance of the third factor. (Three pages of references and 12 tables outlining results are provided). (MNS)

ED 281 726 SE 047 920

Aten, Jerry
Prime Time Math Skills. Activity Book for Grades 2-5.
REPORT NO.- ISBN-0-86653-155-6
PUB DATE- 83
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA524).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Answer Keys; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; Mathematics Skills; *Problem Solving; *Workbooks

This booklet was designed to provide practice on mathematical skills with material that is relevant in the lives of students in grades 2-5. All pages are tear-out reproducibles that may be used in any order, although varying levels of difficulty in both content and reading level are apparent. Activities pertaining to number, computation, measurement, geometry, and fractions are included, with word problems, games, and other activities intermixed. (MNS)

ED 281 744 SE 047 938

Smorodin, Calla, Comp.
High School Proficiency Test Skill Array: Mathematics.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-400.97
PUB DATE- Sep 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Educational Assessment; Guidelines; *Junior High School Students; Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Skills; Mathematics Teachers; Reference Materials; Secondary Education; *Secondary School Mathematics; State Departments of Education
IDENTIFIERS- *New Jersey High School Proficiency Test
This booklet is designed to acquaint teachers with mathematics skills tested on the High School Proficiency Test in New Jersey. Included is the report of the mathematics committee which helped develop the test; the listing of the mathematics skills tested; the description of the conditions and context in which each skill is assessed; the actual test items from the 1983-84 and the 1984-85 tests; and a listing of mathematics skills assessed and the page numbers where those skills are taught in 14 commonly used textbooks. The booklet can be used in lesson planning and preparation of materials to ensure coverage of all skills. Test items can be used to model the context in which the skills will be assessed and serve as a pre- and post-evaluation instrument. The skills listed can be traced through the school's textbook series to determine if all skills are taught, the extent of coverage each skill receives, and the continuity from one grade to another. Computation with fractions, decimals, and percents; number concepts; measurement and geometry; pre-algebra; and problem solving are the skills assessed on the test. (MNS)

ED 281 760 SE 047 954

O'Brien, Thomas C., Ed.
Toward the 21st Century in Mathematics Education.
Southern Illinois Univ., Edwardsville. Div. of Education.
PUB DATE- 26 Mar 82
NOTE- 126p.
AVAILABLE FROM- Editor, Teachers' Center Project, Southern Illinois University at Edwardsville, Room 1120, Building II, Edwardsville, IL 62026-1122.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Computer Science Education; *Computer Uses in Education; Elementary Education; *Elementary School Mathematics; Instructional Improvement; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests

In an effort to prepare students for the 21st century, this book provides ideas and suggestions for educators on critical areas in mathematics education. A series of articles is presented on content changes, instructional strategies, and the role of computers. These articles include: (1) "Status of Computers" (John Ellsworth); (2) "New Topics for the Elementary School Math Curriculum" (Tamas Varga); (3) "Mathematics for the Twenty-First Century" (A. I. Weinzweig); (4) "The Teacher and Curricular Change" (Fred D. Carver); (5) "An Innovation in Assessment: The MANS Test" (Martin Herbert); (6) "On Assessment" (James L. MacLean); (7) "Five Anchors" (T. C. O'Brien); and (8) "Computers and the Future" (Robert S. Hoeke). Lists of suggested readings are provided for parents and teachers and for background and research. Catalogs and periodicals are also identified. (ML)

ED 281 727 SE 047 921

Daniel, Becky; Daniel, Charlie
Arithmetrix. A Variety of Puzzles, Games, and Activities for Those Students Who Are Looking for an Extra Challenge. Activity Book for Grades 5-8.
REPORT NO.- ISBN-0-916456-75-7
PUB DATE- 80
NOTE- 65p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA188).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Answer Keys; Educational Games; *Elementary School Mathematics; Elementary Secondary Education; Instructional Materials; *Learning Activities; *Mathematical Enrichment; *Mathematics Instruction; Motivation; *Problem Solving; *Workbooks
Contained in this booklet is a variety of puzzles, games, and activities for students in grades 5-8 "who are looking for an extra challenge." The activities are categorized by number, money, clock, age, fraction, line, logic, and probability puzzles, with some games for two or more players. An answer key is provided. (MNS)

ED 281 761 SE 047 955

Disinger, John F., Ed.; Opie, John, Ed.
Environmental Education: Progress toward a Sustainable Future. Selected Papers from the Annual Conference of the North American Association for Environmental Education (14th, Chevy Chase, Maryland, September 27-October 2, 1985).
North American Association for Environmental Education, Troy, OH.
PUB DATE- Dec 86
NOTE- 544p.; For 1984 conference papers, see ED 267 969.
AVAILABLE FROM- NAEE, P.O. Box 400, Troy, OH 45373 (non-members $11.00; members $8.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation (Environment); Developing Nations; *Educational Philosophy; *Educational Policy; *Educational Research; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Futures (of Society); Global Approach; Higher Education; *International Organizations; National Organizations; Teaching Methods; World Problems
IDENTIFIERS- *North American Association for Environmental Educ

This document is intended to provide a record of the activities of the conference. Featured in the conference were 11 general sessions, 16 panels and symposia, several invited presentations, multiple workshops, and over 100 contributed presentations. The proceedings contain seven sections, five of which are topically arranged with presentors listed alphabetically. These include presentations pertaining to: (1) environmental/educational philosophy; (2) environmental/educational policy; (3) international, global, and third-world concerns; (4) educational research; and (5) environmental education methodologies. General session addresses, and panels and symposia are contained in the other two sections. These papers are at full length, while all others have been edited to approximately 1,500 words. If an extended abstract was not submitted, the short abstract from the conference program is included to complete the record of the conference. Although the conference was not officially designated as an international one, participants from ten nations outside North America took active roles in various sessions. (TW)

ED 281 728 SE 047 922

Daniel, Becky; Daniel, Charlie
The Big Addition Book. Activity Book for Grades K-3 .
REPORT NO.- ISBN-0-916456-44-7
PUB DATE- 79
NOTE- 69p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA118).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Addition; Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; *Workbooks
IDENTIFIERS- *Basic Facts (Mathematics)
This book contains a variety of worksheets to teach and reinforce addition skills. Secret codes, magic squares, pyramids, coloring activities, and dot-to-dot challenges are included to motivate students. A two-page test of basic addition facts is provided, with the suggestion that the teacher time the test and give it repeatedly to assess progress. (MNS)

ED 281 745 SE 047 939

Whiteley, Meredith A.
Mathematics and College Students: The Dimensions and Effects of the College Mathematics Experience.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; College Students; Educational Research; *Enrollment Trends; Higher Education; *Majors (Students); *Mathematics Achievement; Mathematics Curriculum; Minority Groups; Sex Differences; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research
The study identified dimensions of college mathematics experiences and analyzed their effects on choice of college major. Structural equation modeling was used to: (1) assess the role of five precollege variables on both the college mathematics experiences and changes of majors; (2) assess the role of the college mathematics experience on changes of majors; and (3) test the importance of four variables in identifying the "latent" construct, the college mathematics experience. Important interactions between students and their college mathematics experiences were found, and these interactions affected choice of majors and careers. The model explained 8% to 42% of the variance for dropout and change of major. Sixty-three percent of the students made some significant change in majors; 75% of these dropped out. In addition to mathematics grades, the mathematics frustration ratio is an important dimension. Expanded mathematics curricula provide legitimate opportunities for students with mathematical deficiencies to re-enter the scientific/technical talent pool. (MNS)

ED 281 729 SE 047 923

Daniel, Becky; Daniel, Charlie
The Big Subtraction Book. Activity Book for Grades K-3 .
REPORT NO.- ISBN-0-916456-43-9
PUB DATE- 79
NOTE- 70p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA117).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; *Subtraction; *Workbooks
IDENTIFIERS- *Basic Facts (Mathematics)
A collection of motivational activities to introduce and reinforce basic subtraction facts is presented. Emphasized are the use of pairs with the same differences, such as 7-3=4, 6-2=4, and 5-1=4. A three-page test that can be used to test and retest each student is included; after graphing the results, the test can be cut apart and used as a set of flashcards. The activities are categorized in terms of numbers of 5 or less, 8 or less, up to 15, and up to 50. Coloring activities, magic squares, mazes, and a variety of other activities are included. (MNS)

ED 281 762 SE 047 956

Gooding, C. Thomas; And Others
Transactional Analysis of the Person-Environmental Interactions in High School Biology and Chemistry Courses over a School Year.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; *Classroom Environment; *Perception; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Skill Development; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Science Education Research
Designed to describe students' perceptions within high school classes in biology and chemistry over the course of a school year, this study focused on person-environment congruence. Person-environment congruence was defined as the measure of the distance between high school students' perceptions of self and their science class, science teacher, and the subject studied. Four hundred and ten high school college preparatory science students responded to a questionnaire on attitudes toward and perceptions of the classroom environment. Responses revealed that student science attitudes became worse during the school year. Two thinking variables, one involving creative exploration and the other involving logical thinking, decreased, according to students' perceptions during the year. References are cited and five tables are provided. (ML)

ED 281 746 SE 047 940

Bush, William S.; And Others
Teachers Seeking a Second Certificate in Mathematics: Affect, Conceptions and Understanding.
PUB DATE- Apr 87
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Mathematics; Educational Research; Higher Education; Mathematics Curriculum; Mathematics Instruction; *Mathematics Teachers; Secondary Education; Secondary School Mathematics; Teacher Attitudes; *Teacher Certification; *Teacher Characteristics
IDENTIFIERS- *Mathematics Education Research
This study sought to describe and identify trends in teachers' affect toward, conceptions of, and understanding of mathematics as they proceeded through 30 hours of collegiate mathematics to receive a second certificate to teach secondary school mathematics. From the 24 teachers who began the program, 13 teachers were selected because they were currently teaching mathematics; complete case studies were conducted of seven of these teachers. This paper presents three of the seven case studies. The methodology is described, followed by discussion of theoretical bases for affect, conceptions, and understanding. The three case studies are presented, with details pertaining to the three categories. Several similarities among the teachers indicated that the program fell short of adequately preparing these teachers for mathematics teaching. Course descriptions and schedules are included. (MNS)

ED 281 730 SE 047 924

Daniel, Becky; Daniel, Charlie
The Multiplication Book. Activity Book for Grades 2-6.
REPORT NO.- ISBN-0-916456-76-5
PUB DATE- 80
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA191).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; *Multiplication; *Workbooks
IDENTIFIERS- *Basic Facts (Mathematics)

This book is designed to introduce and provide motivational practice on basic multiplication facts for students in grades 2-6. The facts are presented in order from 0 through 12, with activities designed to review previously presented facts at three points. A test is provided. Searches, magic squares, mazes, and puzzles are among the activities included. (MNS)

ED 281 763 SE 047 957

Trends in Engineering Degree Awards: 1972-1984. OERI Bulletin, January 1987.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- CS-86-318b
PUB DATE- Jan 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Science; *Degrees

(Academic); Employment Opportunities; *Employment Patterns; Employment Projections; *Engineering Education; Females; Foreign Students; Graduate Study; Higher Education; Minority Groups; Science Education; *Universities

Stressing the importance of engineers to the growth of the economy, the building of national defense, and the preparation of future generations for a technological age, this report examines the changes in engineering degree awards from 1972-1984. The document describes these changes from four perspectives. The role of graduates from United States colleges in replenishing and building the engineering labor pool is addressed with regard to the changes in supply and demand. Next, the numbers of degree awards at the bachelors, masters, and doctoral degree levels are traced during that period and the areas of engineering specialty that those graduates represent are described. Engineering degree recipients are further discussed with regard to the representation of women, racial and ethnic minorities, and students from foreign countries. Finally, the top 20 institutions of higher education in the production of engineering graduates are listed, and the distribution of engineering degrees by level and by control of the institution in 1984 is outlined. (TW)

ED 281 731 SE 047 925

Daniel, Becky; Daniel, Charlie
The Division Book. Activity Book for Grades 3-6.
REPORT NO.- ISBN-0-916456-77-3
PUB DATE- 80
NOTE- 69p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA190).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computation; *Division; *Drills (Practice); Elementary Education; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; *Workbooks
IDENTIFIERS- *Basic Facts (Mathematics)
Presented are worksheets to introduce and provide practice on division facts with divisors of 2 through 10 for students in grades 3-6. Magic squares, searches, codes, and other puzzles are included in addition to more traditional activities. A test is included. (MNS)

ED 281 747 SE 047 941

Lesgold, Sharon B.; And Others
Referents and Understanding of Algebraic Transformations.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Processes; Educational Research; Elementary Secondary Education; Interviews; *Mathematics Instruction; *Secondary School Mathematics; *Transformations (Mathematics)
IDENTIFIERS- *Mathematics Education Research
This study examined the links students are able to make between formal expressions and situations to which they might refer. Students' understanding of a basic set of transformational rules in elementary algebra sign changes in addition and subtraction expressions with parentheses was assessed, exploring: (1) informal intuitive understanding of situations in which instances of the sign-change principles were implicit; (2) knowledge of the formal rules applied to numerical expressions; and (3) ability to link the two. Students from grades 5, 7, and 9 from parochial schools in the Pittsburgh, Pennsylvania area participated; 28 students from each grade participated in the main study. The situations and the interviews are described, followed by the results, which are categorized under informal understanding of principles, sign change rules applied to formal expressions, and linking of expressions and situations. It is concluded that increasing students' understanding of referential meaning of formal symbol systems may facilitate the learning of formal rules and the application of mathematics to problem solving and learning more advanced mathematics. (MNS)

ED 281 764 SE 047 958

Kupari, Pekka, Ed.
Mathematics Education Research in Finland Yearbook 1983.
Finnish Association of Mathematics and Science Education Research.; Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-102-6
PUB DATE- 83
NOTE- 118p.; Report 347 from the Institute for Educational Research; for the 1984 and 1985 yearbooks, see SE 047 959-960, respectively.
AVAILABLE FROM- University of Jyvaskyla, Institute for Educational Research, Seminaarinkatu 15, SF-40100 Jyvaskyla 10, Finland (40 Finnish marks).
LANGUAGE- English; German
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Foreign Countries; *International Educational Exchange; *Learning Strategies; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Preservice Teacher Education; Yearbooks

IDENTIFIERS- *Finland; *Mathematics Education Research
For the purpose of promoting international cooperation in mathematics, physics, and chemistry teaching research, this first yearbook of the Finnish Association of Mathematics and Science Education Research contains articles of recent research on mathematics teaching. The contents consist of five articles in English, two in German, and one thesis summary. Topics addressed include: (1) the position of mathematics in the school system; (2) mathematics curriculum reform in Scandinavia; (3) longitudinal study of the development of mathematical thought processes and strategies; (4) research on cognitive styles; (5) multiplication skills among German students; (6) mathematical knowledge of Finnish teacher trainees; and (7) application of logistic test models to mathematics tests. Biographic notes of the contributing authors are also included. (ML)

ED 281 732 SE 047 926

Daniel, Becky; Daniel, Charlie
Freaky Fractions. Activity Book for Grades 1-5 .
REPORT NO.- ISBN-0-916456-19-6
PUB DATE- 78
NOTE- 52p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA77).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Answer Keys; *Drills (Practice); Elementary Education; *Elementary School Mathematics; *Fractions; Instructional Materials; *Learning Activities; *Mathematics Instruction; Motivation; *Workbooks

These activities were designed to introduce and reinforce fraction concepts. The worksheets begin with naming the numerator and denominator and go on to provide practice with halves, thirds, fourths, fifths, sixths, eighths, ninths, twelfths, and equivalent fractions. Coloring, dot-to-dot puzzles, and identifying activities predominate. A test and answer keys are included. (MNS)

ED 281 748 SE 047 942

Zollman, Alan
Aspects of Transfer of Learning in Mathematical Problem Solving with Respect to the Order of Problem Presentation.
PUB DATE- Apr 87
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Elementary School Mathematics; *Grade 5; Intermediate Grades; *Mathematics Instruction; *Problem Solving; *Transfer of Training
IDENTIFIERS- *Mathematics Education Research
A prime concern of problem-solving instruction is to maximize positive transfer of learning from a previously solved problem to a new problem. One aspect of the relationship between transfer of learning and problem-solving instruction is the order of problem presentation. In this study, order of problem presentation is controlled, while certain inner-structure attributes of the problem tasks as well as the problem embodiment are varied systematically to determine their effect on transfer of learning to solve mathematical process problems. Ninety-four fifth graders were involved in the study; each was given two analogous mathematical process word problems to solve in a specific order of presentation, so that only one of the inner-structure attributes or the problem embodiment would differ. Transfer of learning was determined by three measures: (1) success/non-success at obtaining the correct answer; (2) time taken to answer correctly; and (3) observed strategies used by the student. The order of presentation (from less difficult to more difficult) produced positive transfer of learning but the most influential factor was the problem embodiment or wording. (Author/MNS)

ED 281 733 SE 047 927

Mickunas, Lynn
Kalculator Kids. Programmed Learning Activities Using the Calculator as a Springboard for Better Math Comprehension.
REPORT NO.- ISBN-0-86653-076-2
PUB DATE- 82
NOTE- 68p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA410).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Calculators; Computation; Elementary Education; *Elementary School Mathematics; Instructional Materials; Intermediate Grades; *Learning Activities; *Mathematics Instruction; Number Concepts; *Problem Solving; *Workbooks
The focus of this activities book is on using calculators to solve problems, as a way of promoting better comprehension in mathematics in the intermediate grades. Problems of various types are presented, ranging from those based on everyday life such as shopping, schedules, meal planning, and sports, to those involving imaginary ideas. Instructions on how to use the calculator for needed operations are interspersed. (MNS)

ED 281 765 SE 047 959

Kupari, Pekka, Ed.
Mathematics Education Research in Finland Yearbook 1984.
Finnish Association of Mathematics and Science Education Research.; Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-359-9
PUB DATE- 85
NOTE- 136p.; Report 365 from the Institute for Educational Research; for the 1983 and 1985 yearbooks, see SE 047 958 and SE 047 960, respectively.
AVAILABLE FROM- University of Jyvaskyla, Institute for Educational Research, Seminaarinkatu 15, SF-40100 Jyvaskyla 10, Finland (40 Finnish marks).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Style; Computer Uses in Education; Developmental Psychology; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Geometry; Learning Strategies; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Microcomputers; *Secondary School Mathematics; Yearbooks
IDENTIFIERS- *Finland; *Mathematics Education Research
Focusing primarily on student cognitive processes, this second yearbook of the Finnish Association of Mathematics and Science Education Research contains five articles and a thesis summary on mathematics teaching and learning. Areas of investigation include: (1) learning styles and strategies; (2) processes and strategies in solving elementary verbal multiplication and division tasks; (3) use of a microcomputer as an educational tool and research instrument; (4) position of applications in junior secondary school mathematics teaching; (5) development of geometric thinking; and (6) development of a concept of number. Biographical notes of the contributing authors are also included. (ML)

ED 281 734 SE 047 928

Aten, Jerry
Mini-Kid Math. Lollipop Learning Series for Preschool-Grade 1.

REPORT NO.- ISBN-0-86653-170-X
PUB DATE- 84
NOTE- 69p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($5.95; GA542).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computation; *Elementary School Mathematics; Instructional Materials; *Learning Activities; *Mathematics Instruction; *Number Concepts; Primary Education; *Workbooks
This booklet provides worksheets for children in preschool through grade one. The focus is on developing number concepts, with activities on matching numbers with pictures and on completing sequences, addition and subtraction facts, measurement ideas, fraction ideas, and identifying shapes. (MNS)

ED 281 749 SE 047 943

Cornett, Lynn M.
Serious Shortages of Science and Mathematics Teachers: What SREB States Are Doing.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Dec 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)

DESCRIPTORS- Educational Research; *Mathematics Teachers; *Science Teachers; Secondary Education; *Teacher Certification; *Teacher Education; *Teacher Supply and Demand
This summary examines the shortage of science and mathematics teachers in the Southern Regional Education Board (SREB) states and describes initiatives underway. Fewer persons have been graduating from college prepared to teach and large numbers of science and mathematics teachers are leaving the classroom. At the same time, requirements and enrollments in science and mathematics are increasing. The status in six states is analyzed: Florida, Georgia, Louisiana, Maryland, South Carolina, and Virginia. Trends in teacher preparation figures are also discussed. State initiatives are described including loans and scholarships for teachers in the shortage areas, with specific notes for Alabama, Georgia, Kentucky, Maryland, North Carolina, Oklahoma, South Carolina, Tennessee, and Virginia. Alternative certification standards in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and West Virginia are presented. Finally, retraining programs in science and mathematics are discussed, and other state efforts are noted. (MNS)

ED 281 735 SE 047 929

Aten, Jerry
Good Apple & Math Fun. An Idea/Activity Book for the Intermediate Grades.
REPORT NO.- ISBN-0-86653-023-1
PUB DATE- 81
NOTE- 154p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($9.95; GA279).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Educational Games; Elementary Education; *Elementary School Mathematics; Instructional Materials; Intermediate Grades; *Learning Activities; *Learning Centers (Classroom); *Mathematics Instruction; Motivation; Performance Contracts; Problem Solving; *Workbooks
This booklet provides activities to enrich the core of basic mathematics instruction in the intermediate grades. Several learning center ideas are presented throughout the book, with general suggestions for the teacher in planning for and managing learning centers. The use of contracts with students is also discussed. Bulletin board ideas are included, along with a variety of activities grouped by content: place value and numeration, addition/subtraction, multiplication/division, fractions/decimals/percent, geometry, measurement, and graphing/statistics/probability. (MNS)

ED 281 750 SE 047 944

McLeod, Douglas B.
Affect and Problem Solving: Two Theoretical Perspectives.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- MDR86-96142
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Learning Theories; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research
Cognitive factors related to problem solving have been explored, but affective factors also play an important role in the teaching of mathematical problem solving. This paper outlines the theories of George Mandler and Bernard Weiner, providing a useful background for research related to affect and problem solving. Data related to the two theories are presented. Current issues on affect and problem solving are addressed: the role of belief systems in problem solving; the nature of metacognitive processes; and the influence of particular instructional settings, especially the role of technology in the teaching of problem solving. Finally, some methodological considerations for future research are presented. (MNS)

ED 281 766 SE 047 960

Kupari, Pekka, Ed.
Mathematics Education Research in Finland Yearbook 1985.
Finnish Association of Mathematics and Science Education Research.; Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-679-660-5
PUB DATE- 86
NOTE- 129p.; Institute for Educational Research Publication Series B. Theory into Practice 3. For the 1983 and 1984 yearbooks, see SE 047 958-959, respectively.
AVAILABLE FROM- Institute for Educational Research, University of Jyvaskyla, Seminaarinkatu 15, SF-40100 Jyvaskyla 10, Finland (40 Finnish marks).
LANGUAGE- English; German
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Processes; Computation; Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Geometry; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; Mathematics Tests; Problem Solving; *Secondary School Mathematics; Skill Development; Yearbooks
IDENTIFIERS- *Finland; *Mathematics Education Research
Focusing primarily on current problem areas in mathematics instruction, this third yearbook of the Finnish Association of Mathematics and Science Education Research contains five articles addressing four themes in mathematics education. The first theme is concerned with proportional reasoning in mathematics teaching and describes school test developments in the area. The next two articles deal with geometry teaching; the first outlines the aspects of instruction while the second discusses the role of computers in teaching. The third theme examines problem solving and the fourth describes learning difficulties of 13-year-old students in basic arithmetic operations. Biographic notes of the contributing authors are also included. (ML)

ED 281 736 SE 047 930

Math-PAC. A Curriculum Package.
Salem County Vocational Technical Schools. Woodstown, NJ.
PUB DATE- 80
NOTE- 278p.; Use of colored paper may affect legibility
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Individualized Instruction; *Instructional Materials; Learning Activities; *Mathematics Instruction; *Occupations; *Remedial Mathematics; Secondary Education; Secondary School Mathematics; State Departments of Education; *Vocational Education; Worksheets
IDENTIFIERS- New Jersey

This set of curriculum materials is a remedial, self-paced occupational mathematics program for educationally disadvantaged students. Experienced shop instructors worked with a mathematics consultant to develop and refine materials designed in a prior project. The curriculum package titled Math-PAC is comprised of a teacher management system and remedial instructional units related to five occupational areas: transportation, health occupations, building trades, mechanics, and personal services. Each instructional unit includes individual worksheets which develop mathematics skills needed in the occupational area. Math-PAC is self-paced and designed to be used with a class of 10 students in 2- or 3-hour periods. Students work individually completing one or more worksheets at each session, and leave the program when they have developed adequate competencies. The introductory section describes the development of the materials and comments briefly on each unit. Pre- and posttests are described and presented, and form letters to parents and home schools are presented. Classroom environment, floor plan and equipment, and teaching techniques are briefly discussed. Then the lessons and worksheets are presented. (MNS)

ED 281 751 SE 047 945

Tobin, Kenneth
Academic Work in High School Science Classrooms.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Classroom Environment; Foreign Countries; Large Group Instruction; Qualitative Research; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Student Participation; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Australia (Western Australia); Constructivism; *Science Education Research

Designed to obtain information on the tests and activities in which students engage in science classes, this study focused on the activity structures used by teachers in high school science classes and on the academic work of students. The main component of the study was an ethnographic investigation of 15 science teachers from Perth, Australia. It was found that whole class interactive activities were used more than 50 percent of the time. Non-interactive activities in which teachers presented information to the whole class, as well as individual seatwork activities, also occurred frequently. Small group activities tended to occur only when students collected data during an investigation. The academic work was influenced by the assessment system and teacher expectations for student performance and achievement. Teachers endeavored to cover the curriculum in the prescribed time whether or not learning occurred. Students were often expected to engage in two or more activities simultaneously, and the cognitive demands of the work were low. Bibliographic notes are included. (ML)

ED 281 767 SE 047 961

De Bruin, Jerry
Creative, Hands-On Science Experiences Using Free and Inexpensive Materials.
REPORT NO.- ISBN-0-916456-87-0
PUB DATE- 86
NOTE- 268p.
AVAILABLE FROM- Good Apple, Inc., P.O. Box 299, Carthage, IL 62321-0299 ($13.95; GA165).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130)
DESCRIPTORS- *Biological Sciences; *Earth Science; Elementary Education; *Elementary School Science; Experiential Learning; Parent Student Relationship; *Physical Sciences; School Safety; *Science Activities; Science Curriculum; Science Education; *Science Instruction; Science Materials; Space Sciences; Teaching Methods
IDENTIFIERS- *Free Materials; Inexpensive Materials

Focusing on the use of common, everyday materials that can be obtained for free or purchased inexpensively, this document was developed to provide classroom teachers, youth leaders, camp counselors and parents with ideas and activities in science. A major emphasis is placed on "starter" activities, which are designed to encourage children to ask "why" or "what would happen if" type questions about science events. Chapter one includes a suggested scope and sequence for a K-6 elementary science program, noting activities in the book that fit into the proposed curriculum. Chapter two identifies four major functions of teaching, including planning, implementation, evaluation, and communication. Science safety hints and charts for the teacher and student are contained in chapter three. Examples that are designed to show how to make your own science materials are provided in chapter four. Chapters five, six, and seven describe over 100 hands-on science activities in biological, physical, and earth and space sciences, respectively. Chapters eight and nine contain hundreds of "starter activities" that are reproducible for enrichment purposes. Chapter ten includes information on science organizations, science periodicals, science catalogs, science curriculum projects, textbook series, evaluation criteria, sample log sheets, and reference materials. (TW)

ED 281 737 SE 047 931

Comprehensive Instructional Management System (CIMS) Mathematics Project 1985-1986 End of Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 87
NOTE- 95p.; For the 1984-85 report, see ED 268 482.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Educational Research; Elementary Education; *Evaluation; *Inservice Teacher Education; Management Systems; *Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Program Descriptions
IDENTIFIERS- Mathematics Education Research; New York City Board of Education

This report describes the Comprehensive Instructional Management System (CIMS), which includes a teacher-developed mathematics curriculum for kindergarten through grade seven, corresponding criterion-referenced tests, and a computerized test scoring and reporting management system. The evaluation focused on the five pilot districts in New York City that have implemented the project since 1983-84, including use in special education classes. The evaluation was based on in-depth interviews, questionnaires, test analyses, and student achievement data. Among the major findings were: (1) CIMS was associated with overall growth in mathematics achievement; (2) CIMS was generally successful in promoting district self-sufficiency in managing project objectives; (3) teachers made more extensive use of CIMS curriculum materials than in previous years; (4) more teachers used the CIMS tests and manuals, although special education teachers made less use of them. Recommendations were made to continue staff development and support, including increased use of computers. Tables are included, as well as appended cohort analyses for the five pilot districts. (MNS)

ED 281 752 SE 047 946

Fausto-Sterling, Anne; English, Lydia L.
Women and Minorities in Science: An Interdisciplinary Course. Working Paper No. 154.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE- 85
NOTE- 48p.
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Studies; *College Science; *Course Descriptions; *Females; Higher Education; Integrated Curriculum; *Minority Groups; Reference Materials; Science and Society; Science Education; Science Instruction; Scientists; *Womens Studies

"Women and Minorities in Science" was developed as a course that would bridge the gap between traditional women's studies and Afro-American studies courses. This paper provides a descriptive account of how the course was developed and discusses its content and instructional approach. The class schedule is provided and includes a listing of the topics covered, the format employed, and the readings required. Resource materials and sources are identified and listed in the categories of: (1) bibliographies; (2) books (separate sections for Black Studies and Women's Studies); (3) science as a social process; (4) women and minorities in science; (5) other minorities; (6) journal articles; (7) visual aids; (8) journals; and (9) reference works. (ML)

ED 281 768 SE 047 962

Lisowski, Marylin
The Effect of Field-Based Learning Experiences on Students' Understanding of Selected Ecological Concepts.
PUB DATE- 87
NOTE- 241p.; Ph.D. Dissertation, Ohio State University. Parts of appendices contain small, blurred type.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Concept Teaching; *Ecology; Experiential Learning; Field Instruction; *Field Trips; Instructional Effectiveness; Instructional Innovation; Learning Strategies; *Marine Biology; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Science Education Research

Designed to examine the nature of ideas that students hold about specific scientific concepts and to investigate modes of instruction that would effectively help them gain an accurate understanding of their world, this study focused on students' conceptions of ecological concepts and the influence of field instruction strategies on students' understanding and retention of these concepts. An experiential 7-day field program served as the learning strategy for three independent groups of secondary students. Students responded to a specially designed instrument, Student Ecology Assessment (SEA), prior to, during, and 4 weeks after the field program. Background data, instructional emphasis ratings, SEA concept subscores and total scores were entered into multiple regression analyses. All groups exhibited significant posttest gains (at the .001 level) and showed evidence of retention of the targeted concepts. Gains in scores in the major concept strands were positively related to the instructional emphasis given to those areas. The effectiveness of the field program was apparent in that specific concepts that were emphasized were learned and retained. The mastery approach of learning in a field setting proved to be successful. A 100-item bibiligraphy and 118 data tables are included. (ML)

ED 281 738 SE 047 932

Grice, Michael
Portland Mathematics, Engineering, Science Achievement (MESA) Evaluation Report, 1986-1987.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Apr 87
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Career Exploration; College School Cooperation; *Enrichment Activities; *Ethnic Groups; Mathematics Instruction; Middle Schools; *Minority Groups; Motivation; *Program Descriptions; *School Business Relationship; Science Careers; Science Instruction; Secondary Education; Secondary School Mathematics; Secondary School Science
IDENTIFIERS- *Oregon (Portland)
The Portland Mathematics, Engineering, Science Achievement (MESA) program was designed to remedy the underrepresentation of particular ethnic groups in mathematics and science-based careers and professions. It provides enrichment instruction on a weekly basis in eight middle schools and three high schools to enhance mathematics and science skills and direction in career exploration. The 331 students who were in the second year of the program expressed high regard for the program. Virtually all were enrolled in mathematics and science courses; the participants were 42% African-American, 54% female, and 85% in middle schools. Developed collaboratively between the Portland Public Schools and Portland State University, the program is supported by business and industry, including provision for guest speakers, site visits, mentorships, and internships. Expansion of the project resulted in a decline of the percentage of underrepresented groups participating, because of the schools selected. Recommendations for future development of the program are given. Appendices include achievement data, a list of activities, incentives information, and questionnaire results. (MNS)

ED 281 753 SE 047 947

Knoth, Russell L.; Benassi, Victor A.
The Conjunction Error in Subjective Probability Assessment.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Educational Research; *Error Patterns; Higher Education; *Mathematical Concepts; *Probability; *Problem Solving
IDENTIFIERS- *Mathematics Education Research
The purpose of the study was to determine whether students had knowledge of the extension rule (the conjunction of two or more events cannot be greater than the probability of any one of those events) and understanding of conjunction by giving a test of multiplicative probabilities. Involved were 598 students enrolled in introductory psychology courses. A 10-item test of mathematical skills was given; it contained simple, additive, and multiplicative probability problems. Students were assigned randomly to either an instructional set condition or no instructional set condition. It was found that the majority of students were influenced by the representativeness heuristic. Overall, 83% of the students failed to use the extension rule to evaluate the conjunction problem. The vast majority (85%) did not answer either of the multiplicative problems correctly, thus indicating a failure to calculate objective compound probabilities. (MNS)

ED 281 769 SE 047 963

Fraser-Abder, Pamela
An Analysis of Teacher, Student and Parent Evaluation of an Elementary Process-Approach Curriculum.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (60th, Washington, DC, April 23-25, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Foreign Countries; *Parent Attitudes; Questionnaires; *Science Curriculum; Science Education; Science Instruction; Science Teachers; *Student Attitudes; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Science Education Research; *Trinidad and Tobago
This study was designed to assess and analyze parent, student, and teacher evaluation of specific aspects of the curriculum and science teaching in the Trinidad and Tobago elementary school system. The effect of teacher involvement in curriculum development on student interest, curriculum effectiveness, and student, parent, and teacher attitude to the curriculum was also examined. Three questionnaires were used that dealt with perceptions of parents, students, and teachers of the science curriculum. Analysis of the questionnaires indicated that most parents, students, and teachers found the curriculum to be exciting, effective, and interesting. Concerns about science and how to teach science were greatest among teachers with a weak science background. Tables of questionnaire results are included as well as a bibliography. (ML)

ED 281 754 SE 047 948

Webb, Nina W.
Learning Centers to Supplement the Second Grade Science Program.
PUB DATE- 28 Jul 86
NOTE- 48p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; *Elementary School Science; *Experiential Learning; Grade 2; Knowledge Level; Primary Education; Process Education; *Science Activities; Science Education; *Science Instruction; Scientific Concepts; *Student Attitudes
IDENTIFIERS- *Science Education Research
This practicum was designed to develop more positive attitudes toward science and to increase students' knowledge of science by providing supplemental hands-on activities. Second grade students were surveyed at the beginning of the school year and then were retested after participating in hands-on activities from 12 learning centers. The percentage of students in the practicum who responded favorably to statements about science rose to a considerable degree in the second survey and the percentage of students not in the practicum increased slightly. The students who were involved in the practicum increased their knowledge of the major concepts and the science vocabulary in three chapters of their required textbook. References and a bibliography are included. Appendices contain the survey instrument and a description of the learning centers' activities that supplemented the second grade science program. (ML)

DOCUMENT RESUME

ED 281 785 SO 017 732

Haseler, Stephen
The Varieties of Anti-Americanism: Reflex and Response.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-098-2
PUB DATE- 85
NOTE- 74p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Democratic Values; *Dissent; Foreign Policy; *International Relations; *Nationalism; *Political Attitudes; Political Science; Public Opinion; *World Affairs
IDENTIFIERS- *Anti Americanism

The phenomenon of anti-Americanism is presented as an assortment of apparently disparate expressions of hostility toward U.S. society which combine to reinforce one another. Chapter 1 discusses what is not anti-Americanism, including: (1) opposition to particular U.S. policies or administration; (2) reassessment by foreign publics and elites of where power lies or is likely to lie in the world; (3) attempts to pressure the United States in order to gain some national advantage; or (4) the enduring desire for independence and self-determination. Chapter 2 examines primitive anti-Americanism. Chapter 3 investigates the demise of communist anti-Americanism. Chapter 4 discusses the ideological assault against the United States. Chapter 5 explores the attack on middle-American values. Chapter 6 investigates the charge of a fascist United States. Chapters 7 and 8 discuss elitism and the idea of American "purity" against the United States. Chapter 9 explores the future of anti-Americanism. Four appendices include excerpts from the writings of Alexis de Tocqueville, Andrew Hacker, Aleksandr Solzhenitsyn, and George F. Kennan. (RSL)

DOCUMENT RESUME

ED 281 800 SO 018 108

Psacharopoulos, George; And Others
Financing Education in Developing Countries: An Exploration of Policy Options.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0777-0
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- The World Bank, 1818 H Street, NW, Washington, DC 20433 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Role; *Developing Nations; *Economic Factors; Educational Change; Educational Demand; Educational Development; *Educational Finance; Educational Planning; Educational Policy; Educational Resources; Elementary Secondary Education; Foreign Countries; *Government Role; Higher Education; Private Education; *Public Education

Education is an economically and socially productive investment. Therefore, the educational systems in developing countries must continue to improve in quality, in efficiency, and in equality of opportunity if they are to continue serving as important instruments for improving the national economy. Yet, budgetary austerity tightens the public purse-strings, ever increasing school-age populations stretch these dwindling resources, and other social and economic factors present compelling competition for the same funds. The heavy subsidization of education implicit in traditional policy--especially of higher education at the expense of primary schooling--with its concomitant economic inefficiencies and inequities is no longer appropriate. Supported by empirical evidence, this book examines the potential effects of policy alternatives in several areas of education financing and management: (1) The contribution of private financing and selective user changes, especially in higher education, and reallocation of public spending; (2) Selective student loan and scholarship programs in higher education; and (3) Decentralization and role of private and community schools. Implementation of these policies may be difficult because of conflicts with traditional educational and

political philosophies, and established administrative institutions. Included are statistical tables, case studies, instances of reform, and a bibliography. (KWL)

DOCUMENT RESUME

ED 281 816 SO 018 160

Demery, Marie
A Complete Art Instructor Demonstration: Composition and Value.
PUB DATE- 87
NOTE- 24p.; Chalk drawings will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; *Art Education; *Demonstrations (Educational); Higher Education; *Lesson Plans; Secondary Education; Student Teachers
A complete art instructor demonstration consists of the following components: (1) goals and/or objectives; (2) examples; (3) vocabulary; (4) media; (5) steps; (6) evaluation criteria; and (7) references. A lesson plan is provided which encompasses those components and becomes the guiding structure for instructional and student organization, learning, creativity and achievement. Seven art examples are provided for use in the lesson plan. The complete instructor demonstration can be used successfully with high school and college students either in group, independent or combination study. The demonstration has also been designed to be used, in part, as a model, for helping student-teachers to prepare an organized, creative, and accountable art instruction lesson. (Author/APG)

DOCUMENT RESUME

ED 281 831 SP 028 774

The Status of Health Education. Curriculum Requirements for Students and Teachers.
Texas Education Agency, Austin.
PUB DATE- Feb 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Objectives; Educational Resources; Elementary Secondary Education; *Health Education; Instructional Materials; *School Health Services; *State Programs; Teacher Certification
IDENTIFIERS- *Texas

This report summarizes information on the status of health education in the Texas public schools. The first section addresses components of the public school health program. Section two considers the comprehensive school health program, intended to promote continued improvement of both school health and physical education. The third section covers the status of the Texas School Health Project (designed particularly to educate about cancer, but using a comprehensive health education approach). Accreditation monitoring reports is the topic of the fourth section. Texbooks and teacher resource books are addressed in the fifth section. Section six discusses Texas health objectives for 1990. The seventh section lists health education requirements for students at each of the grade levels, from kindergarten through grade 12. The final section describes certification requirements for teachers. (CB)

DOCUMENT RESUME

ED 281 847 SP 028 818

Coe, David E.
Toward Collegial Inquiry: A Case Study in Clinical Supervision.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; Classroom Techniques; Elementary Education; *Interaction Process Analysis; Lesson Observation Criteria; *Peer Evaluation; Questioning Techniques; Teacher Student Relationship; *Teacher Supervision
Written from the perspective of the classroom teacher as novice supervisor, this paper describes two cycles of clinical supervision involving teaching peers in an elementary public school. A discussion is presented on the quality of the efforts and accuracy of the perceptions of the beginning supervisor. Some constants that may be thought of as principles of clinical supervision are outlined. The issue in clinical supervision of the experienced versus novice teacher is explored to the extent that it provides a framework within which to view the focus for observation. While clinical supervision is meant to imply supervision up close and has as its focus the improvement of the teacher's classroom instruction, the benefits of such an undertaking may not reside solely in self-analysis or self-improvement or improvement of practice or improvement in student achievement. These may be merely artifact while the lasting outcome of the process may be simply the resulting collegial respect that is engendered among teachers. The observer's handwritten notes are appended. (Author/JD)

DOCUMENT RESUME

ED 281 862 TM 870 243

Wilson, Kenneth M.
The Relationship of GRE General Test Scores to First-Year Grades for Foreign Graduate Students: Report of a Cooperative Study.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-86-44; GREB-82-11P
PUB DATE- Dec 86
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Departments; *English (Second Language); *Foreign Students; *Grade Point Average; Graduate Students; Graduate Study; Higher Education; Language Proficiency; Native Speakers; *Predictive Validity; Scores; Student Characteristics
IDENTIFIERS- *Graduate Record Examinations; Test of English as a Foreign Language
The validity of the Graduate Record Examinations (GRE) was examined for foreign students enrolled in U.S. graduate schools. Subjects included 1,353 foreign students for whom English was a second language (ESL) and 42 foreign students whose native language was English. The relationships between college departments' scores on the GRE General Test and first year average grades were examined for three populations: (1) foreign ESL students who were heterogeneous with respect to linguistic, cultural, and educational background; (2) subgroups with homogeneous country of origin and background variables; and (3) subgroups classified according to English proficiency, as indicated by Test of English as a Foreign Language (TOEFL) scores; GRE verbal, analytical, and quantitative scores; and self-reported English language proficiency. The students were highly selected and represented mainly quantitative departments of study. The majority of students were Asian; about half were from India, Taiwan, or Korea. Results for these samples were comparable to validity data for American students. In quantitative fields of study, quantitative and analytical scores were the strongest predictors; in verbal fields, verbal scores were strongest. GRE verbal and TOEFL scores had parallel patterns of

validity. (GDC)

DOCUMENT RESUME

ED 281 876 TM 870 280

Brown, Dianne C.
Aptitude Test Score Trends: 1959-1984.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *College Entrance Examinations; Correlation; Educational Change; *Educational Trends; Higher Education; High Schools; Hypothesis Testing; *Scores; Standardized Tests; *Trend Analysis
IDENTIFIERS- American College Testing Program; Graduate Management Admission Test; Graduate Record Examinations; Pearson Product Moment Correlation; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; *Test Score Decline
The decline in standardized test scores during the 1960s and 1970s is well documented and is seen in both aptitude and achievement test scores. This paper describes and analyzes the test score trends over the 1960s, 1970s and early 1980s for five aptitude tests: (1) the Scholastic Aptitude Test; (2) the American College Test; (3) the Preliminary Scholastic Aptitude Test; (4) the Graduate Record Examinations; and (5) the Graduate Management Admission Test. Test score means are standardized and represented graphically. This standard score transformation placed each test on the same score scale and allowed for comparisons of trends between tests, using the Pearson product-moment correlation. Variables correlated were annual test score means and number of years. Analyses were conducted between the initial data point and 1980, and between 1980 and 1984. The second analyses were intended to test two hypotheses: (1) that the score decline has "bottomed out"; and (2) that a statistically significant change in test scores occurred in the more recent time frame. The decline in aptitude test scores through the 1960s and 1970s is evident for most tests.

Lowest score points occurred throughout the mid-1970s to 1981. Most of the aptitude test scores increased during the 1980s, with a common turning point in the school year 1981-1982. (BAE)

DOCUMENT RESUME

ED 281 890 TM 870 312

DeMauro, Gerald E.

Towards a Normative Evaluation of English Skills: An Analysis of the Appropriateness of Monolingual and Program Norms.

PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Criterion Referenced Tests; Elementary Secondary Education; *English (Second Language); *Evaluation Criteria; *Language Skills; Limited English Speaking; Listening Comprehension Tests; *Norm Referenced Tests; Pretests Posttests; Program Evaluation; Reading Tests; *Test Norms; Writing Evaluation
IDENTIFIERS- *Language Assessment Battery; Monolingual Students; New York (New York); Normal Curve Equivalent Scores; Percentile Ranking

Evaluation of bilingual education programs is limited by the absence of appropriate standards against which program success may be gauged. Normative and criterion models have been used, inadequately. The current paper revisits the normative model, and examines the relative advantages of using norms based on the performances of monolingual-curriculum students or program participants. Data from New York City's standardization administration of the Language Assessment Battery (LAB) were analyzed. The results show that use of monolingual-curriculum norms advantage program students in listening skills, and also advantage students in higher grades. Elsewhere, program participant norms afford greater advantage to the program students. These findings are consonant with language acquisition theory (Cummins, 1979). (Author)

DOCUMENT RESUME

ED 281 903 UD 025 441

Jordan, June B.; Erickson, Donald K.
Current Issues and Future Directions in Special Education.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Council for Exceptional Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 19p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ability Identification; *Academically Gifted; Early Childhood Education; Educational Improvement; Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Exceptional Persons; *High Risk Persons; Individualized Instruction; Infants; Resource Room Programs; *Special Education; *Transitional Programs; Underachievement
IDENTIFIERS- Educational Issues; Excellence in Education
There are many unresolved issues in the education of exceptional children and youth. This report addresses four topics of current interest and concern: (1) Gifted education -- the gifted and talented are currently underserved and underachieving, in part because federal support is not available. Problem areas in this context include: defining the gifted, extending special programming to the gifted, and selecting appropriate learning programs. (2) The relationship between regular and special education -- this must be restructured to achieve shared responsibilities between general and special practitioners and more effective use of the resource room and consultant models. (3) Secondary special education and the transition from school to work -- issues, needs, and work remaining to be done in both these areas are discussed, and future directions and challenges are listed. (4) Early childhood, birth to three -- programs for young handicapped children have experienced a rapid increase, with an emerging focus on the at-risk infant. The

following issues are covered: school involvement, work with families, personnel, and research directions. A reference list covering all four issues is appended. (PS)

DOCUMENT RESUME

ED 281 916 UD 025 465

Colledge, M., Ed.; And Others
Migration and Health: Towards an Understanding of the Health Care Needs of Ethnic Minorities. Proceedings of a Consultative Group on Ethnic Minorities (The Hague, Netherlands, November 28-30, 1983).
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
REPORT NO.- ISBN-92-890-1045-2
PUB DATE- 86
NOTE- 214p.
AVAILABLE FROM- World Health Organization, Regional Office for Europe, Copenhagen, Denmark.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Family Planning; Foreign Countries; *Health; Health Education; *Health Programs; *Migrant Health Services; *Migrant Problems; *Migrants; Research
IDENTIFIERS- Belgium; Germany; Moroccans; Morocco; *Netherlands; Turkey; Turks
This book addresses the research and policy issues that emerge from the interface of different cultures as a consequence of migration. It includes articles on the following issues: (1) the contribution of the social sciences to an understanding of migrant health needs; (2) health care across cultural boundaries; (3) health care for labor immigrants; (4) philosophical considerations of health care policy and the position of ethnic minorities; (5) health care research and evaluation in a host country: The Netherlands; (6) health care and Moroccan and Turkish immigrants; (7) problems of health and health care research with particular reference to ethnic minorities; (8) health care research and evaluation from the country of origin: Turkey and Morocco; (9) social and health problems of migrant workers; (10) social and health care of Moroccan workers in Europe; (11) aspects of health care intervention in host countries; (12) advocating for migrants' health; (13) migrants' special needs in sexuality and family planning in Belgium and Germany; (14) health care and education aids for foreigners in the Netherlands; (15) mental health of migrants; and (16) psycho-social problems of migrants. The book concludes with recommendations for researchers and practitioners. (LHW)

DOCUMENT RESUME

ED 281 929 UD 025 478

Mizell, M. Hayes
Dropout Trends among Black Youth in South Carolina Public Schools.
PUB DATE- 27 Mar 87
NOTE- 36p.; Paper presented at the Black Family Summit (Columbia, SC, March 27, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Data Collection; *Dropout Prevention; *Dropouts; High Risk Students; Public Schools; Secondary Education; *State Departments of Education; Statewide Planning
IDENTIFIERS- *South Carolina
South Carolina's first major dropout prevention initiative began two decades ago when leaders became more interested in the industrial development of the State. A 1966 study found that black youths were experiencing a dropout rate of 72%, while that of white youth was 48%. Statewide efforts taken in the early 1970's to alleviate this problem were fairly successful, but the dropout issue was subsequently almost forgotten until very recently. Today, the State suffers from one of the fourth lowest graduation rates in the nation, and black students' dropout rate remains unacceptably high. But dropout data are difficult to formulate and ascertain, and there is a shortage of information on the characteristics of the typical 1980's dropout since no detailed demographic profile has been published since 1973. Recently there has been a resurgence of interest in collecting data and formulating policies, including the establishment of a major statewide effort, the Department of Education's Dropout Prevention Task Force. Various strategies have been adopted for targeting specific groups of youth who may eventually drop out, including school-business alliances. Nonetheless, there remains the need for routine assessment of the circumstances of high risk students to determine if they are potential dropouts. Also, problems may increase in the wake of recent efforts to raise graduation standards. This report includes seven statistical tables and an appendix presenting a form for identifying high risk students. (KH)

DOCUMENT RESUME

ED 281 943 UD 025 496

Erasmus Hall High School Bilingual Program, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 27p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1983-84 and 1984-85 reports, see ED 266 203 and ED 270 556.
GRANT- G00-830-2648
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acculturation; *Bilingual Education Programs; English (Second Language); Haitians; High Schools; High School Students; Immigrants; *Limited English Speaking; Minority Groups; Native Language Instruction; *Program Effectiveness; Urban Schools
IDENTIFIERS- New York (New York)

In 1985-86, the Bilingual Program at Erasmus High School in Brooklyn, New York, was in the final year of a three-year funding cycle. It served 212 students of limited English proficiency (LEP), including 191 Haitian students, in addition to 14 Hispanic, 6 Asian, and 1 Middle Eastern student. All participants received English as a second language (ESL) instruction. Native language arts instruction was available for the Haitian and Hispanic students, and bilingual classes in mathematics, science, social studies, and typing were available in Haitian Creole/French. A combination of Title VII and tax-levy funds supported administrative staff, instructional services, and paraprofessional assistance. Development activities for staff members included meetings, in-house workshops, and attendance at university courses. Supportive services to participants included counseling and tutoring sessions. In 1985-86, students failed to meet the project's ESL achievement goals, but Haitian students made significant gains in native language development. To improve the program's overall effectiveness, additional grade advisors should be identified to satisfy the needs of Hispanic students and to alleviate the current Haitian grade advisor's caseload, and formal collaborations with the parents of project students should be created. (KH)

DOCUMENT RESUME

ED 281 957 UD 025 514

Ihle, Elizabeth L.
Black Girls and Women in Elementary Education. History of Black Women's Education in the South, 1865-Present. Instructional Modules for Educators, Module I.
James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 10p.; For the other modules in this series, see UD 025 515-516. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- *Black Education; Black History; Black Teachers; *Elementary Education; Females; *Racial Bias; Reconstruction Era; Regional Characteristics; *School Segregation; Sex Stereotypes; United States History; *Womens Education; Womens Studies
IDENTIFIERS- *Black Womens Studies; *United States (South)
The quality of elementary education has been highly dependent on factors beyond a child's control--sex, race, economic situation, geographical location, and time in history. It is also shaped by the people who control the education--the teachers, administrators, and governing officials--and by the goals they design. This module explores these variations as they have affected the elementary schooling of black girls and women in the South since 1865. It is the first of four modules designed to help educators learn more about the double bias that has faced southern black women in American schools since the Civil War. The following topics are discussed: (1) education during reconstruction; (2) the decline of public support for black education from 1877 to 1900; (3) women's life and teaching in late 19th century black classrooms; (4) interest in designing an appropriate black education, 1900-30; (5) early 20th century school life; and (6) school experience in the mid-20th century. Sidebars include excerpts from the diary of a New England teacher; excerpts from other texts showing the role of women in the 19th century; an interview with an urban black girl at the turn of the century; a description of rural school life,

1914-15; questions for discussion; activities for enrichment; and a bibliography. Several black and white photographs are included. (PS)

DOCUMENT RESUME

ED 281 971 UD 025 531

Hispanic Children, Youth, and Families: Challenges, Changes, and Employment. Joint Hearing before the Select Committee on Children, Youth, and Families and the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE- 18 Sep 86
NOTE- 144p.; Serial No. 99-150. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Abortions; *Cultural Differences; *Disadvantaged; Dropout Rate; Educational Attainment; Equal Education; Family Planning; *Hispanic Americans; *Latin Americans; Majority Attitudes; *Minority Group Children; Population Growth; Poverty; Regional Attitudes; School Community Relationship; *Social Discrimination; Social Services; Spanish Speaking
IDENTIFIERS- Congress 99th; Population Control; Population Policies

This hearing was held to examine the status of Hispanic children and families in the United States, with special focus on children's services, educational opportunities, training, and employment issues. Testimony and reports brought before the Committee included, in part, the following information about Hispanics: (1) higher dropout rate and lower educational attainment; (2) higher rate of students in special education programs; (3) poorer health and medical care; (4) greater population growth; (5) higher poverty rates; (6) higher unemployment rates; (7) lack of available data on many Hispanic issues; (8) inappropriateness of some minority programs for Hispanics; (9) racist population control programs targeted at Hispanics; (10) positive effect of Federal government minority business programs on Hispanics; and (11) negative effect of United States cultural influences on Hispanics. (PS)

ED 281 772 SE 047 966

Winder, Alvin E.

...And Not a Drop to Drink.
PUB DATE- Sep 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Public Health Association (Las Vegas, NV, September 28-October 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; Cooperative Planning; *Environmental Education; *Film Production; Government School Relationship; Higher Education; Natural Resources; *Poisons; Public Health; Scripts; State Government; Videotape Recordings; Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- Massachusetts
Through the collaborative efforts of public health students and faculty, a state agency concerned with groundwater protection, and a local board of health, a video was produced on what local communities can do to protect groundwater from toxic contaminants. This document describes the planning and production stages of the film, emphasizing the collaborative effort and the student learning experiences involved in the project. Several tasks accomplished in the project are discussed, including: (1) obtaining a basic knowledge of groundwater problems; (2) determining the budget; (3) raising the necessary funds; (4) locating personnel to manage the technical production work; (5) writing the script; (6) developing graphics; (7) interviewing local officials and residents; (8) shooting the initial footage; and (9) editing the 40 hours of tape into a half hour program. The final section of the paper briefly outlines the distribution phase of the finished product. (TW)

ED 281 786 SO 017 765

Pannwitt, Barbara, Ed.
Locating Geography on the Curriculum Map.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Geography; *Geography Instruction; *Integrated Curriculum; *Professional Recognition; *Program Descriptions; Secondary Education
The document initially describes Part 1 of a two-part National Association of Secondary School Principals article, "Geographic Literacy: Essential in a Global Age," published in September 1986, and written to inform educational decision-makers about the need to institute, update, and enrich geography programs in U.S. schools. The second article, "Profile of a High School Geography Teacher," describes James Marran, a geography teacher and social studies department head at New Trier Township High School in Winnetka, Ill. He is the only secondary school teacher appointed to the Geographic Education National Implementation Project (GENIP) seven-person steering committee. Creative, up-to-date assignments developed by Marran are described. The remainder of the report is devoted to 13 examples of specific geography courses and across-the-curriculum components cited in 13 national, state, district, and local school programs. A description of each institution and of each geography program are given. (APG)

ED 281 787 SO 017 867

Leon, Antoine
The History of Education Today. Educational Sciences Series.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
SPONS. AGENCY- International Bureau of Education, Paris (France).
REPORT NO.- ISBN-92-3-102271-7
PUB DATE- 85
NOTE- 117p.

AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4291.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Educational Change; *Educational History; *Educational Trends; Foreign Countries; *Historiography; *History Instruction; *Humanities; Literacy; Research Methodology; *Social Science Research; Social Sciences; Technical Education
IDENTIFIERS- *France

One outcome of the substantial increase in studies on the history of education over the past two decades has been the founding of the International Association for the History of Education. One of its main objectives is to sponsor the development of research. Even so, the study and application of this broad discipline is not the sole preserve of research specialists. One aim of the present study is to draw from the analysis of recent works and compile elements of information, reflections, and discussion related to the current state of the history of education. Part 1 takes stock of "the history of education," presenting its scope and orientations. It is introduced by a brief review of how the discipline has evolved and is concluded by some reflections on its place among the human sciences. Part 2 deals with the factors and mechanics of change in education. The fundamental question is broached through an analysis of more concrete themes such as the history of literacy and of folk culture, and the development of technical education with the bulk of the examples drawn from the history of education in France. The more direct study, in Part 3, of the functions of the history of education leads to the outlining of a few principles related to teacher training and the teaching of history to students. The final section, Part 4, contains some thoughts on what the history of education can mean to all those involved in teaching. (BZ)

ED 281 801 SO 018 109

Wojtan, Linda S.
Guide to Recommended Curriculum and Audio-Visual Materials for Teaching about Japan.
Indiana Univ., Bloomington. East Asian Studies Center.
PUB DATE- 86
NOTE- 32p.; A product of the Midwest Program for Teaching about Japan.
AVAILABLE FROM- Midwest Program for Teaching about Japan, Indiana University, 2805 East Tenth St, Suite 120, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Cultural Awareness; Elementary Secondary Education; *Foreign Countries; Foreign Culture; *Global Approach; Information Sources; Instructional Materials; International Educational Exchange; *Resource Materials; *Social Studies
IDENTIFIERS- *Japan
Designed to assist teachers in planning units on Japan, this guide identifies widely available instructional materials that have been found to be effective. The guide is organized in six sections. Sections 1-4 list recommended curriculum and audiovisual materials for elementary and secondary classrooms with purchase and/or rental information included. The "teacher testimonials" cited for some of the items are the result of the evaluative work of 30 educators who attended a week-long seminar on teaching about Japan organized by the Midwest Program For Teaching About Japan in 1986. Section 5 identifies some of the free materials available through Japanese government and business offices; and Section 6 lists a variety of reference materials. (KWL)

ED 281 802 SO 018 115

Perry, Leland M.
School Reform in the USSR.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Rate; Computer Literacy; *Educational Change; *Educational Improvement; *Elementary Secondary Education; Foreign Countries; *Teacher Education; Teacher Improvement; Teacher Salaries; Textbooks; Vocational Education
IDENTIFIERS- *USSR
The Soviet Union has embarked upon a five-year plan to improve education at all levels. Some of the major aspects of the reform movement include: (1) improving the status of teachers by providing salary increases from 25 to 35 percent and trying to entice more men to enter teaching; (2) trying to increase the birthrate by emphasizing preschool education and providing paid maternity leave for two months before and after the birth of the child; (3) changing the age of entrance to the primary school from seven to six; (4) emphasizing vocational training at the secondary school level by combining a secondary education with vocational training; (5) improving textbooks by revising them every five years; and (6) increasing the quality of teaching by improving teacher education in the Pedagogical Academy. Other aspects of the USSR educational system discussed are: the middle school, special education programs, bilingual education, grading, pedagogical academics, discipline, and student motivation. (APG)

ED 281 817 SO 018 162

Feasibility of Establishing a Major Hemispheric Studies Center. Report and Recommendations of the Postsecondary Education Planning Commission: Report 2.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 87

NOTE- 44p.; Report prepared in response to Section 8, Chapter 86-139, Laws of Florida and Specific Appropriation 521A of the 1986 General Appropriations Act (Chapter 86-167, Laws of Florida).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Area Studies; Business; Economics; *Feasibility Studies; *Institutional Cooperation; Institutional Role; Needs Assessment; Postsecondary Education; Social Sciences; State Departments of Education
IDENTIFIERS- Florida; *Hemispheric Studies Center; *Western Hemisphere

This report contains a study of the feasibility of establishing a major hemispheric studies center affiliated with a consortium of public and private institutions of higher education. The purpose of the Center will be to study hemispheric policies related to social science, commerce, and cultural issues confronting the Western Hemisphere. The report includes an assessment of the need for the Center; a determination of the viability of the Center; a description of the most efficient means for operating the Center; an identification of other postsecondary resources that might contribute to the goals of the Center; and an enumeration of the costs of establishing and maintaining the Center. In conclusion the study finds the Center to be both feasible and desirable and makes the following recommendations: (1) the Center should serve as a clearinghouse for hemispheric relations within Florida; the emphasis should be on developing and facilitating cooperative activities and resource networks involving business and academic institutions and other communities; the development of professional and technical training programs; and the analysis of factors involving hemispheric economic development; (2) the Center should draw on the academic resources of all of Florida's public and private postsecondary institutions; (3) the Board of Directors should be appointed by the Governor and consist of prominent members of the business, professional, governmental, and health and human services communities in Florida, in the nation, and in other hemispheric countries; (4) the Center should be located in Dade County; (5) the Executive Director should chair a permanent task force which would constitute a consortium of institutions in Florida with involvement in and commitment to hemispheric affairs; (6) the Florida Legislature should appropriate $140,500 to the Center for first-year operations; and (7) the Florida Department of Education should serve as fiscal agent for the Center. (APG)

ED 281 818 SO 018 168

Law Studies: The Criminal Justice System.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
PUB DATE- May 78
NOTE- 112p.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston Street, Room 61, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Criminal Law; Instructional Materials; *Law Related Education; Resource Materials; Secondary Education; *Units of Study
IDENTIFIERS- New York (New York)

This bulletin on criminal justice focuses on selected aspects of the U.S. legal system, including the police, the courts, and the prisons as well as on the protections and guarantees that reinforce the legitimacy of the U.S. legal process. Unit 1, "The Role of Law in a Free Society," is designed to enhance the awareness of students about the persuasive nature of law in their lives. The second unit, "Some Basic Features of Criminal Law," is an introduction to basic features of the criminal law of New York State. Examples which clarify the concepts are provided. Unit 3, "The Police," is designed to acquaint students with police practices and problems. The rights of individuals are outlined and a discussion of the more basic rules on the law of search and seizure is included. Unit 4, "The Courts," deals with the court in New York State. Unit 5, "Fair Trial and the Rights of Defendants," is devoted to a discussion of the rights of the accused. Unit 6, "The Penal System," describes what happens after sentencing. Unit 7, "Instructional Strategies for Law Studies," presents seven exemplary lessons in law-related education. Each unit concludes with a bibliography and an alphabetical listing of audio-visual materials. The units may be combined and incorporated into law-related courses as desired by the teacher. The bulletin concludes with a list of community resources which may be of assistance in furthering law-related education. (APG)

ED 281 832 SP 028 775

Jamieson, Lynn M.

A Competency Analysis of Recreational Sports Personnel in Selected Institutional Settings.

PUB DATE- 87
NOTE- 9p.; Excerpt from author's doctoral thesis. Funded in part by a research grant from the National Intramural-Recreational Sports Association.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Recreation Programs; Competency Based Education; Curriculum Development; *Employment Opportunities; Military Organizations; *Professional Personnel; *Recreational Activities
IDENTIFIERS- *Recreation Occupations

This study sought: (1) to determine and analyze the competencies needed by professional levels of recreational sports personnel in selected institutional settings; (2) to compare the competencies and differentiate among the professional levels and settings; and (3) to evaluate the employment market of the subpopulation and project these needs for a 3-year time period. A survey instrument was developed to determine the importance of competencies at three different professional levels (entry, supervisor, director), the employment market, and general information. A questionnaire was sent to a random sample of 300 recreational sport administrators in three institutional settings: military, municipal, and educational. A total of 152 usable questionnaires were returned. The first section of the questionnaire asked for general background information. In the second section, respondents were asked to list present and future employment opportunities based on the entry, middle, and top management descriptions within their institutions. The third section consisted of the "Competency Analysis," in which respondents were asked to rate the importance of 112 randomly presented competency statements in the three professional levels. The final section consisted of four questions concerning whether the respondent favored undergraduate and graduate preparation, continuing education, and inservice training in recreational sports. Responses are presented in tables. Some suggestions are made for planning curriculum for recreational personnel. (JD)

ED 281 833 SP 028 780

Brousseau, Bruce A.; And Others
Relationships between Teaching Experience and Educational Predispositions and Beliefs. Research and Evaluation in Teacher Education, OPE Evaluation Series #15.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- 87
NOTE- 46p.; Revision of a paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; Comparative Analysis; *Education Majors; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; Student Attitudes; Student Improvement; *Teacher Attitudes; Teacher Role; *Teaching Experience
IDENTIFIERS- Michigan State University
This paper examines the results of a cross-sectional study focusing on teacher beliefs and opinions about teaching. Orientations to teaching of students in undergraduate teacher preparation programs at Michigan State University (MSU) and experienced classroom teachers are described. Two central questions were addressed: (1) How do the opinions and beliefs of these education majors compare with those of experienced teachers? (2) What is the relationship between the years of classroom experience and the teachers' opinions and beliefs about teaching? Responses to three instruments surveying background and beliefs about teaching were obtained from four groups: (1) "entry"--391 undergraduate students; (2) "exit"--332 students enrolled in final teacher preparation courses; (3) "experienced"--382 full-time classroom teachers from a large urban school district in Michigan; and (4) "alumni"--90 former MSU teacher education majors from across the United States, now employed as full-time teachers. Comparative data on the responses of the four groups to the survey instruments are presented in tables, and responses of the four groups to 61 "beliefs" statements are appended. Findings indicate that knowledge of a teacher's level of experience is not always enough to predict how that teacher will respond to beliefs statements, and that the effect of the "teaching culture" in shaping one's educational beliefs is quite pervasive. (JD)

ED 281 773 SE 047 967

Simmons, Herbert N.
Model Rocketry in the Elementary School. Grades 4-6. Course Guide.
PUB DATE- 85
NOTE- 29p.
AVAILABLE FROM- Estes Industries, 1295 H Street, Penrose, CO 81240.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Elementary Education; *Elementary School Science; Experiential Learning; Interdisciplinary Approach; *Learning Modules; Mathematics Education; *Mathematics Instruction; Models; *Science Activities; Science and Society; Science Education; *Science Instruction; Social Sciences; Space Sciences
Intended to provide an alternative approach to learning situations or enhance existing programs, this docoument outlines an instructional unit about model rocketry. A philosophy statement is included which stresses the need for teaching about science-related social issues. Goals of the unit are stated for fine arts, mathematics, physical education, reading, natural science, and social sciences. The unit is divided into the three major areas of construction, launch, and experimentation, with proficiency requirements and an instructional sequence included for each. The "course guide" section contains descriptions of instructional activities and evaluation strategies, both of which are cross-referenced to specific proficiency requirements and the instructional sequence. Additional activities are provided in the appendix, along with a model rocketry safety code. Also included is a list of key vocabulary words used in the unit. (TW)

ED 281 788 SO 017 874

Brodber, Erna
Rural-Urban Migration and the Jamaican Child. PICPEMCE Technical Documents No. 5.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Jul 86
NOTE- 36p.; Table 3 contains small print.

AVAILABLE FROM- UNESCO Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058, Plaza Pedro de Valdivia, Casilla 3187, Santiago, Chile.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developing Nations; Foreign Countries; *Migrant Children; Migrant Education; Primary Education; Psychology; *Rural to Urban Migration; Social Science Research; *Sociocultural Patterns; Sociology; Student Mobility; *Urban Demography; Urban Population; *Urban Studies
IDENTIFIERS- *Jamaica
The Census of Jamaica conducted in 1982 is the most recent survey of internal migration in Jamaica. To determine the sociological, psychological, and anthropological factors which influence the educational adaptation of children moving from rural zones to urban environments in Jamaica, this census and additional interviews with children in five primary-level schools in the City of Kingston were used. The study concludes that children who migrate into Kingston usually do so between the ages of five and ten. Migration, in Jamaica, has been traditional since the 1930s. It also has some psychological trauma associated with it. The life-style that motivates migration is often replicated in the city with its density of migrants from the countryside. Educators have the power and responsibility to help migrant children adjust to the urban environment. (BZ)

ED 281 803 SO 018 117

Grade 12 Diploma Examination Social Studies 30.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Jan 87
NOTE- 34p.; For related document, see SO 018 118.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Achievement Tests; Educational Testing; *Essay Tests; Foreign Countries; Grade 12; *Graduation Requirements; High Schools; *Multiple Choice Tests; *Social Studies; Test Items
IDENTIFIERS- *Alberta

This grade 12 Diploma Examination for Alberta (Canada) Social Studies 30 booklet is divided in two parts. Part A consists of 70 multiple-choice questions worth 70 percent of the total score. Part B consists of the written response section worth 30 percent of the total. The student must choose one of two topics for the essay. The essay scores are allotted on the basis of an accurate and comprehensive description of relevant examples or case studies drawn from knowledge of social studies content (10 marks); a thoughtful description of alternative values positions underlying the issue (5 marks); a logical and persuasive defense of the position chosen (10 marks); and the effective use of language and expression (5 marks). Space is provided in the booklet for the rough draft as well as the finished essay. Instructions are given for each section. Two and a half hours are allocated to complete the examination. (APG)

ED 281 819 SO 018 188

Clavner, Jerry B.
Marketing the Social Sciences Ethically.
PUB DATE- Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Community College Social Science Association (St. Louis, MO, March 19, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Educational Attitudes; Educational Benefits; *Education Work Relationship; *Humanities; *Liberal Arts; *Marketing; *Social Sciences; Technical Education; Two Year Colleges

Social sciences in the community college are at a critical point in their history and development. Except for a few statistical aberrations, enrollment in the social sciences and humanities is declining significantly. The idea of marketing a segment of a college's or university's offerings, particularly when it is not tied to a particular problem program seems parochial and provincial at best and chauvinistic at worst. It has been assumed that the social sciences specifically and the humanities generally should be able to stand on their own. However, the attitudes toward learning today in general are at best ambivalent, and resistance to the idea that the humanities and social sciences are fundamental is stronger than it has ever been. Various marketing principles can be applied to these curriculum areas with the short-term objective of improving the image of liberal arts by being proactive and by establishing credibility. (BZ)

ED 281 834 SP 028 786

Tom, Alan R.
How Should Teachers Be Educated? An Assessment of Three Reform Reports. Fastback 255.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-255-0
PUB DATE- 87
NOTE- 41p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Program Proposals; *Research Reports; *Summative Evaluation
This monograph provides a framework for analyzing and evaluating the soundness of teacher education reform proposals. Key questions covering five areas that may be addressed to various proposals are presented: (1) problem definition; (2) solutions proposed; (3) rationale for the problem definition and proposed solutions; (4) feasibility of solutions; and (5) underlying assumptions. Specific questions are discussed along with a rationale for why each of these questions is an important part of a framework for analyzing teacher education reform reports. A demonstration of how the framework can be used to assess the recommendations in any reform report applies the questions to the following recent reports: (1) the Holmes Group report, "Tomorrow's Teachers"; (2) the Carnegie Task Force on Teaching as a Profession report, "A Nation Prepared: Teachers for the 21st Century"; and (3) the National Council for Accreditation of Teacher Education (NCATE) Redesign. (JD)

ED 281 774 SE 047 968

Downs, Gary E.
Model Rocketry in the Middle School/Junior High School. Grades 6-9. Course Guide.
PUB DATE- 85
NOTE- 14p.
AVAILABLE FROM- Estes Industries, 1295 H Street, Penrose, CO 81240.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; *Experiential Learning; School Safety; *Science Activities; Science and Society; Science Education; Science Experiments; *Science Instruction; Secondary Education; *Secondary School Science; Space Sciences; Teaching Methods; *Units of Study
Stressing the use of hands-on activities, this guide contains ideas and suggestions for teaching model rocketry to junior high school students. It is intended to be used as a supplemental unit to the existing science curriculum. The unit includes a listing of goals and objectives that are designed to be used by the teacher to correlate this unit with the course's goals and objectives. Seven proficiency requirements are described and are based on the objectives. A suggested instructional sequence is provided and is also designed to correspond directly with the stated objectives. Each of the seven instructional activities is described. The model rocketry safety code of the National Association of Rocketry and the Hobby Industry of America is included. (TW)

ED 281 789 SO 018 042

Evans, Stanley R.
Local Studies for the Slow Learner: The "Our Town" Experience.
PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Annual Spring Conference of the Indiana Council for the Social Studies (Muncie, IN, March 14-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Study; Course Content; Curriculum Development; Instructional Materials; *Interdisciplinary Approach; Junior High Schools; *Language Arts; Learning Activities; *Learning Problems; *Local Issues; Resource Materials; *Slow Learners; *Social Studies; Teaching Methods
Considering that the lower ability student in the seventh and eighth grades faces problems of emotion, identity, and self-motivation, there is a need for a more activity-based, exploratory curriculum that gives students responsibility for their learning and living. An interdisciplinary local studies approach was adopted for this six-week unit called "Our Town: Terre Haute," which allows time for current geography and map study of governmental and volunteer services, and for student discovery and discussion about the community today. The plan of study includes field trips, guest speakers, interviews, and projects. The report discusses the conceptualization and the planning of the unit's content, schedule, activities, projects, and objectives. Anecdotes of students' experiences and an annotated bibliography are included. (KWL)

ED 281 804 SO 018 118

Student Achievement Testing Program: Grade 3 Social Studies.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Nov 83
NOTE- 35p.; For related document, see SO 018 117.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Educational Testing; Foreign Countries; Grade 3; *Multiple Choice Tests; Primary Education; *Social Studies; *Test Items; *Test Manuals
IDENTIFIERS- *Alberta

The purpose of this bulletin is to provide information about the Alberta (Canada) Grade 3 Social Studies Achievement Test. The Bulletin includes a general description of the Achievement Testing Program, a description of the Grade 3 Social Studies Achievement Test, an outline of the objectives to be tested, and the test blueprint. Student achievement is analyzed according to recall and comprehension; inquiry skills; value concepts and valuing skills;

interdependence of communities in Canada today; lifestyles of Canadians in other times; and lifestyles in culturally distinctive communities. Sample questions are presented to demonstrate the nature and complexity of the test items. A sample question key and the correct answers, the process for obtaining the correct answer, and the curriculum specifications that the item meets are provided. (APG)

ED 281 820 SO 018 202

We Deliver: The Story of the U.S. Postal Service.
Postal Service, Washington, DC.
PUB DATE- 80
NOTE- 25p.; Illustrations will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Government Employees; Government Role; *Public Agencies; United States History

IDENTIFIERS- *Postal Service

This eight-chapter illustrated booklet chronicles the history of the U.S. Post Office from its establishment by the Continental Congress in 1775 to the present. Chapter 1, "The Colonists," describes the postal service before the Revolutionary War. Benjamin Franklin's appointment as the first Postmaster General of the U.S. and his many contributions to the postal service are covered in Chapter 2, "Father of the U.S. Postal Service." Chapter 3, "The Revolution and After," portrays the huge increase that occurred in the U.S. population from the time of Andrew Jackson to the Civil War, the resulting huge increase in mail volume that occurred, and the actions the postal system took to overcome the problems. In Chapter 4, "The Pony Express," the 18-month life span of the pony express is chronicled as are the reasons for its demise. Two Postmaster Generals, Montgomery Blair and John Wanamaker, are portrayed in Chapter 5, "Two Postal Titans." These two men provided leadership which resulted in improved employee attitudes and new services to customers, such as free rural delivery and pneumatic tubes. Chapter 6, "Postal Stamps," tells the history of the postage stamp, and how a stamp is developed. Chapter 7, "Moving the Mail," presents a history of the mail service and the different modes of transportation on which it depends. Chapter 8, "Postal Reforms," identifies reforms which have been taken to alleviate problems and improve postal service. A list of significant dates in postal service history and of Postmaster Generals concludes the document. (APG)

ED 281 835 SP 028 790

Marcelo, Carlos
A Study of Implicit Theories and Beliefs about Teaching in Elementary School Teachers.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Symposium, "Studies of Teachers' Thinking-In-Action," at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Elementary Education; *Elementary School Teachers; Foreign Countries; Mathematics Instruction; *Teacher Attitudes; *Teacher Behavior; Teacher Response; *Teacher Role; *Teacher Student Relationship; Teaching Styles
IDENTIFIERS- *Spain

In this study interactive teaching of two math teachers at elementary schools in Spain was observed. Focus was on the description of the principles of the practice which guide the teaching activities of the subjects, because it was felt these principles form the base of teachers' theories with respect to the teaching and the students. During a 4-month period each teacher was observed once a week for an hour. The teachers were asked to keep a journal during the investigation. Lastly, teachers were interviewed on various occasions. The analysis of data is done by qualitative case studies. It was found that the teachers in this study used the following principles of the practice: compensation, supression of emotions, indulgence, progressive checking, authenticity, individualized attention, and intrinsic motivation. (Author/DF)

ED 281 775 SE 047 969

Grossenbacher, Roger
Model Rocketry in the High School. Grades 9-12. Course Guide.
PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- Estes Industries, 1295 H Street, Penrose, CO 81240.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Aerospace Industry; *Course Descriptions; Experiential Learning; School Safety; *Science Activities; Science and Society; Science Education; *Science Experiments; *Science Instruction; Secondary Education; *Secondary School Science; Space Exploration; Space Sciences; Technological Advancement

This document describes a general introductory course in applied science intended for students of various interests and abilities. The course is designed to provide high school students with a basic understanding of the space age with an emphasis on model rocketry. Included is an outline of the subject matter to be covered in units on: (1) constructing and launching model rockets; (2) the laws of motion and energy; (3) rocket aerodynamics and propulsion systems; (4) recovery techniques; (5) altitude tracking; (6) the earth and our solar system; (7) the history of space flight; (8) future space projects; (9) aerospace industry related careers; (10) projects and reports; (11) advanced model rocket techniques; and (12) individual projects and demonstrations. For each unit a cross-reference of proficiency requirements, key vocabulary words, and useful printed and audio-visual materials is provided. The course description stresses the use of various indoor and outdoor hands-on activities and laboratory experiences. The appendix contains the model rocketry safety code of the National Association of Rocketry and the Hobby Industry of America. (TW)

ED 281 790 SO 018 060

Flamer, Mary Guess; Dougherty, John
The Implementation of Family Life Education in New Jersey Public Schools. A Report.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jan 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Evaluation; Elementary Secondary Education; *Family Life Education; Program Attitudes; *Program Effectiveness; *Program Evaluation; *Public Schools; *Required Courses; State Departments of Education
IDENTIFIERS- *New Jersey
This report summarizes information about Family Life Education (FLE) as mandated by the New Jersey Board of Education. The information is taken from a variety of sources and three principal concerns of the state board are analyzed: (1) the status of implementation of family life education; (2) local district perceptions of training needs; and (3) the availability of curricular models which interested districts might study and adopt or adapt. The report concludes with a summary of major findings in seven areas: (1) Organization of Instruction: Of the 354 districts surveyed 47 percent combine separate and interdisciplinary

instruction methods; (2) Placement of FLE Instruction: Most districts begin FLE instruction in the lower primary grades and continue through grade 9; (3) Instructional Practices: Districts emphasize the FLE areas of family relationships, personal growth and development, and social relations; (4) Community Involvement: A high degree of community involvement, beyond the minimal requirement, is indicated by the inclusion of parents and the community in curriculum development and as sources for instructional resources; (5) Staff Training: More districts provide their own training, rather than acquiring it by other means; (6) Implementation Problems: Most districts report no problems in implementing the curricula. Some districts, however, perceive problems of inadequate staff knowledge, lack of materials, and insufficient time for staff training; and (7) Curriculum Models: A substantial number of New Jersey districts have confidence in the applicability of their own FLE programs and responded to a request for self-nomination and demonstration of fulfillment of established criteria. Three appendices are included: a "Family Life Education Implementation Profile Form," a "Family Life Self-Nomination Form," and a summary entitled "Highlights of a National Association of State Board of Education Study." (APG)

ED 281 805 SO 018 120

Chaudhri, Rajiv; Timmer, C. Peter
The Impact of Changing Affluence on Diet and Demand Patterns for Agricultural Commodities. World Bank Staff Working Papers Number 785.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0683-9
PUB DATE- 86
NOTE- 78p.
AVAILABLE FROM- The World Bank, 1818 H Street, NW, Washington, DC 20433 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; *Costs; Economically Disadvantaged; *Food; Foreign Countries; *Income; Nutrition; *Socioeconomic Status; Statistical Analysis

Demand for agricultural commodities, particularly for basic food-stuffs, depends on a household's income, competitive prices, and a set of unique household characteristics which include tastes, location, education, family composition, and farm status. This monograph reviews disaggregated evidence at the national level on the relative contribution of each of these factors and performs statistical analysis of national aggregate data in a search for reliable patterns in this contribution. The paper examines patterns of food consumption of the poor and confirms that the poor are significantly more responsive to economic signals than higher income households. The food consumption parameters of low-income groups can thus serve as the basis for designing targeted food interventions that improve nutritional status without distorting the rest of the economy--an important objective for food policy decisions and implementation. (Author)

ED 281 821 SO 018 203

Artists Compared by Age, Sex, and Earnings in 1970 and 1976. Report #12.
National Endowment for the Arts, Washington, DC. Research Div.
REPORT NO.- ISBN-0-89062-077-6
PUB DATE- Jan 80
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; *Artists; *Census Figures; Demography; Employment Level; Income; National Surveys; Sex Differences; Social Science Research

The purpose of this report is to examine the population of artists in terms of age, sex, and earnings and to compare the results from 1970 and 1976. An artist in this report includes people in the following categories: actors, architects, dancers, designers, musicians and composers, painters and sculptors, photographers, and radio and television announcers. Highlights of the analysis report that the number of artists increased 50% from 1970 to 1976, from 600,000 to 900,000, but that median earnings remained the same at $7,900. The lack of increase in earnings is explained by the 50% increase in artists, while positions for artists increased by only 23%. The number of women in artistic occupations increased by 80% while males in artistic occupations increased by half that amount. In 1970 artists' personal earnings contributed 62% of their household earnings, by 1976 the contribution had fallen to 44%. Women were more dependent on other household members than men were and accounted for only a quarter of the total household income in 1970 and 1976. These data suggest that while artists' personal earnings are relatively low, artists tend to be members of households which compare closely with total household earnings of all professionals. Although artists' median personal earnings did not increase between 1970 and 1976, the total household earnings rose by 40% during this period. The artists' population is composed of relatively young people and is predominantly male. From 1970 to 1976 the population became younger and the proportion of women artists increased. The mid-decade observation period was marked by a recession in which the rate of artistic unemployment increased more than all professional workers. The difference reflects the increased proportion of young people, women, and blacks in artistic occupations, because unemployment rates are generally higher for these groups. Over 40 tables and figures display and support the findings. (APG)

ED 281 836 SP 028 791

Jones, Eric D.; Krouse, James P.
The Effectiveness of Data-Based Instruction by Student Teachers in Classrooms for Students with Mild Learning Handicaps.
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; Higher Education; *Learning Disabilities; Mathematics Achievement; Preservice Teacher Education; Problem Solving; Reading Achievement; *Student Teachers; *Teacher Effectiveness; Time on Task

This study sought to determine whether or not student teachers who were trained and required to use a data-based problem-solving approach in their practicum classrooms would obtain higher levels of pupil achievement in reading and mathematics than student teachers who did not receive the training. Student teachers (N=23) were randomly assigned to practicum placements in elementary special education programs for pupils with mild learning handicaps. Thirteen of these student teachers received training and supervision in data-based instruction which involved teaching the student teachers to identify important learning problems, design and implement effective instructional interventions, and make valid assessments of short-term academic gains. Pretests measuring reading and mathematics abilities and off-task behavior of pupils were administered during the first week and after the eighth week of student teaching. The focus of the study was on the achievement of the mildly disabled students. The majority of the pupil achievement data indicated that the student teachers who were trained and supervised in the implementation of the data-based approach provided generally more effective instruction. (CB)

ED 281 776 SE 047 970

Ewing, Gordon J.
Predicting Grades in Chemistry 101.
PUB DATE- Jan 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; *Chemistry; *College Science; *Grade Prediction; Higher Education; *Predictive Measurement; Science Education; *Student Characteristics
IDENTIFIERS- *Science Education Research
This study was designed to help students decide whether or not to register for a general chemistry course. High school grade point averages (GPAs) and American College Testing (ACT) scores were obtained on over 600 students from New Mexico State University and were entered into correlation analysis with chemistry grades. A "Chemistry GPA" was determined for each ACT score and for each interval of 0.1 in the high school GPA and then was plotted versus the appropriate ACT scores or high school GPAs. It was found that students who had a high school GPA below 3.3 or a composite ACT score below 19 had less than a 50 percent chance of obtaining a grade of C or better in the general chemistry course. Courses are suggested for students to take prior to taking the general chemistry course. (ML)

ED 281 806 SO 018 121

Reutlinger, Shlomo; And Others
Poverty and Hunger: Issues and Options for Food Security in Developing Countries. A World Bank Policy Study.
International Bank for Reconstruction and Development, Washington, D.C.; World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0678-2
PUB DATE- Feb 86
NOTE- 84p.; Portions printed on colored paper. Two-tone color graphs will not reproduce clearly.
AVAILABLE FROM- The World Bank, 1818 H Street, NW, Washington, DC 20433 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Economically Disadvantaged; *Economic Development; *Economic Factors; *Food; Foreign Countries; *Hunger; International Programs; Living Standards; *Poverty; Poverty Areas; Poverty Programs; Quality of Life; Technical Assistance; World Problems
IDENTIFIERS- Food Scarcity; *Food Security
Food security means access by all people at all times to enough food for an active and healthy life. Available data suggest that more than 700 million people in the developing world lack the food necessary for such a life. No problem of underdevelopment may be more serious or have such important implications for the long-term growth of low-income countries. This report outlines the nature and extent of food security problems in developing countries, explores the policy options available to these countries in addressing these problems, and indicates what international institutions such as the World Bank can and should do to help countries solve their food security problems. It suggests ways to achieve the desired goal in cost-effective ways. It also identifies policies that waste economic resources and fail to reach the target groups. (BZ)

ED 281 777 SE 047 971

What Do Teachers and Students Think about the Science Academy?
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- 86.17
PUB DATE- 86
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Magnet Schools; Science Education; *Science Interests; *Science Programs; Secondary Education; *Student Attitudes; Student Characteristics; Surveys; *Teacher Attitudes
IDENTIFIERS- *Science Academy TX; *Science Education Research
Science Academy students and faculty from the Austin (Texas) Independent School District were surveyed about their opinions and attitudes toward the Science Academy. This report contains a summary of their responses. Percentages are given for each of the student survey questions. Comparisons are made of the student and teacher perceptions. Survey results indicated that: (1) those students who felt inspired by their teachers also felt motivated to do their best; (2) students with low grade point averages believed that the Science Academy teachers expected too much of them whereas students with high grade point averages did not; and (3) students who felt well prepared in mathematics also believed they were well prepared in science. (ML)

ED 281 791 SO 018 061

Graves, Curtis M.; Hodges, Jane A.
Famous Black Americans: Folder Games for the Classroom.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
REPORT NO.- ISBN-0-910155-05-4
PUB DATE- 86
NOTE- 218p.
AVAILABLE FROM- Bartleby Press, 11141 Georgia Avenue, Suite A-6, Silver Spring, MD 20902 (1-99 copies, $12.95; over 99, $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)
DESCRIPTORS- *Black Achievement; Black Culture; *Black History; Black Influences; *Blacks; *Black Studies; Elementary Education; Instructional Materials; Junior High Schools; Learning Activities; Role Models
IDENTIFIERS- *United States

Few are aware of the extensive contributions of Blacks to every field of human endeavor, and few children have the experience of a hands-on learning activity that exposes them to prominent Black individuals. This book provides evidence of the many ways in which Blacks have invented, explored, and discovered, and the brief biographical material it contains is intended to arouse the interest of students at any grade or ability level. The book is interdisciplinary and therefore can be used in any classroom setting. Biographies and pen and ink drawings of 52 famous Blacks are featured and include women and men from literature, education, politics, science, and mathematics, civil rights movement, military, the humanities, and sports. A folder game and other activities accompany each biography. (BZ)

ED 281 807 SO 018 128

Citizenship Skills: Maryland Instructional Content Domain Bibliography.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Citizenship Education; Computer Software; Constitutional History; Elementary Education; Information Sources; Instructional Materials; Resource Materials; *Social Studies; *United States History
IDENTIFIERS- *Maryland

Designed to assist Maryland school administrators, library media specialists, and teachers in selecting materials for their citizenship programs, this guide contains annotations of materials selected by local teachers, social studies supervisors, and library media specialists from across the state. The selection was based on five criteria: (1) focus on competency objectives; (2) quality of materials; (3) currentness of the selected items; (4) prior use in Maryland schools; and (5) appropriateness for citizenship education. The recommended materials are in the form of books, periodicals, pamphlets, computer software, cassettes, video cassettes, 16mm films, simulations, games, and kits for the following areas: (1) "Constitutional Government"; (2) "Principles, Rights, and Responsibilities"; and (3) "Politics and Political Behavior." A list of organizations that provide various kinds of resource materials is included. (KWL)

ED 281 822 SO 018 211

Davis, James E.
Teaching Economics to Young Adolescents: A Research-Based Rationale.
Foundation for Teaching Economics, San Francisco, Calif.
PUB DATE- 87
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Consumer Economics; Curriculum Development; Economic Factors; *Economics Education; *Educational Improvement; *Educational Principles; Instructional Improvement; *Junior High Schools; Labor Force

This booklet presents a research-based rationale for teaching economics at the middle/junior high school level in the United States. Chapter 1, "Introduction," describes the project in which the rationale was developed and outlines the remainder of the document. Chapter 2, "Elements of a Rationale for Middle School Economic Education," presents some historical background on economic education in the United States. It examines societal forces that may have an impact on economic education and discusses the elements of a rationale. Chapter 3, "The Middle/Junior High School in the United States," looks at various dimensions of this level of schooling. Understanding the nature of the institution being asked to include economics in the curriculum is necessary to building an effective rationale. Chapter 4, "The Experience of the Young Adolescent," summarizes both the cognitive development and socialization literature on 12- to 15-year old learners. Schooling's potential to influence the young adolescent is also examined. Chapter 5, "Economic Experience and Understanding of the Young Adolescent," looks at the 12- to 15-year old as a participant in the economy, both as a labor force participant and as a consumer. The chapter also summarizes the research on the young adolescent's knowledge of economics. Chapter 6, "Middle School Economic Education," presents major recommendations for economic education. The rationale for middle school economics education is set forth and program goals are established. Finally, an economic education blueprint for the 12- to 15-year old learner is offered. Chapter 7 emphasizes conclusions from the research which have implications for economic education at the middle/junior high level. Recommendations are made to the Foundation for Teaching Economics. The recommendation categories are: collaborative relationships, the middle/junior high schools, curriculum materials development, and research. The documents also includes a list of references. (APG)

ED 281 837 SP 028 792

Solliday, Michael A.; Jacko, Carol M.
Second Semester Teacher Education Students' Perceptions of Selected Standards and Tasks of Teaching.
PUB DATE- 17 Oct 86
NOTE- 10p.; Paper presented at the Annual Convention of the Mid-Western Educational Research Association (Chicago, IL, October 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; *Education Majors; Field Experience Programs; Higher Education; Preservice Teacher Education; Self Esteem; Standards; *Student Attitudes; *Teacher Behavior; *Teacher Role
This paper examines the expectations of second semester teacher education students regarding the selected standards of education, related teaching tasks, and the goals of education. Eighty-one second semester students starting on their second field experience completed the Inventory of Perceptions and Expectations (IPE) prior to beginning their public school visitations. They were asked to determine the importance of eighteen statements which reflect the standards and norms usually identified by practice and research as indicators of effective teaching. For each standard a corresponding teaching task was identified and respondents were asked to identify their level of self-confidence in performing each of these tasks.

Finally, they were asked to rank order three general goals of education: student self-concept; student achievement; and positive classroom climate. Findings indicated that although interns are positive that the standards of teaching are important, they are less confident of their ability to perform related teaching tasks. The results are discussed, and data from the IPE instrument are displayed in tables. (JD)

ED 281 838 SP 028 793

Guskey, Thomas R.
Teacher Efficacy, Self-Concept, and Attitudes toward the Implementation of Mastery Learning.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Instructional Innovation; Mastery Learning; *Self Concept; *Teacher Attitudes; *Teacher Effectiveness; *Teaching Methods
This paper describes an exploratory study designed to investigate the relation between selected teacher perceptions past research has shown to be shared by highly effective teachers, and teacher attitudes toward the implementation of new instructional practices. Data were gathered through a questionnaire administered to 120 elementary and secondary school teachers immediately following a half-day staff development program on mastery learning instructional strategies. Results showed that measures of teacher efficacy, teaching affect, and teaching self-concept were significantly related to teachers' attitudes regarding the congruence, difficulty of use, and importance of the recommended practices. Implications for instructional improvement efforts are discussed. (Author)

ED 281 778 SE 047 972

Sytnik, K. M.; And Others
Living in the Environment: A Sourcebook for Environmental Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102306-3
PUB DATE- 85
NOTE- 250p.; Translated from Russian original.
AVAILABLE FROM- UNESCO Press, 7 place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Translations (170) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Ecological Factors; *Ecology; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Glossaries; *Quality of Life; Science and Society; Science Education; Scientific and Technical Information; *Secondary School Science; *Social Studies; Soil Conservation; Water Pollution
IDENTIFIERS- UNESCO
This document presents a survey of ideas concerning environmental issues and educational efforts to improve the quality of life.

Chapter one, "Environmental Education for Understanding and Solving Environmental Problems," includes sections on the relationship between cultural heritage and the environment, and methodologies in environmental education. Chapter two, "Basic Components of Environmental Problems," addresses the functions of the biosphere and basic ecological principles. Chapter three, "Fundamental Problems of the Man-Environment Interaction," includes sections on ecological balance, atmospheric pollution, conservation and management of water resources, ocean pollution, conservation of land and forest resources, population growth, nutrition problems, and urbanization. Chapter four, "A New Approach to Studies and Protection of the Environment," contains information on economic development, management of environmental protection, and international cooperation in environmental protection. The document was designed to be a sourcebook of information for elementary and secondary teachers. A glossary is included. (TW)

ED 281 792 SO 018 067

Czarra, Fred
The Japan Database: Resources on Japan for K-12 Education.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- 86
NOTE- 437p.
AVAILABLE FROM- Council of Chief State School Officers, 379 Hall of The States, 400 North Capitol Street, N.W., Washington, DC 20001 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Area Studies; *Cultural Awareness; Cultural Exchange; Elementary Secondary Education; Foreign Countries; *Global Approach; Information Sources; Innovation; Instructional Materials; *Non Western Civilization; Resource Materials; *Social Studies
IDENTIFIERS- *Japan; *Japanese Studies
The guide provides information about Japan to assist elementary and secondary educators and students. It contains five major categories of information: (1) "Specialists on Japan and Japanese Studies," an extensive state-by-state directory of resource persons who are either Japan scholars at the post-secondary school level or elementary and secondary educators who are knowledgeable about Japan; (2) "Sources of Information," which contains both generalized and specific information and lists groups or institutions related to teaching about Japan; (3) "Curriculum Materials," which includes lessons, activities, and products developed by elementary and secondary educators, outreach centers, and other groups and organizations; (4) "Innovative Programs," which provides examples of innovative practices in teaching about Japan; and (5) "Exchange Programs" which lists programs available for students and educators who wish to visit Japan. (KWL)

ED 281 808 SO 018 130

Schroder, Sherrie Brownstein
Assessing the Psychological Impact of Sociocultural Change: A Life-History Methodology.
PUB DATE- 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (32nd, Fort Worth, TX, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biographies; Change; Cross Cultural Studies; Cultural Context; Cultural Influences; Developing Nations; *Ethnology; *Needs; Non Western Civilization; Psychological Studies; *Research Methodology; *Social Change; *Sociocultural Patterns; *Sociology; Values
IDENTIFIERS- *Life History Method

The twentieth century has been an era of rapid, world-wide industrialization. Very little is known about the psychological impact of this process, and traditional assessment methods which universalize Western values are largely inappropriate. A prime example of universalizing Western characteristics is Inkeles' and Smith's popular Modernity Scales (1974, 1983), which are designed on the premise that modernity corresponds to good psychological health. This led to choosing inappropriate indicators of what modernity is in developing countries. The Modernity Scales exemplify many of the fundamental weaknesses of objectivistic assessment strategies in intercultural research. Perhaps a qualitatively-rooted life-history model which would entail multiple life-history interviews is in order. An illustration of this life-history method was published by Bustamente in 1983. It told of a 20-year-old woman who migrated to Tijuana at age 17 to work in a maquiladora factory. The major conflicting discourses or roles in this woman's life were discussed on the assumption that these contradictions are the expressions of conflicting social pressures in her life. As a guide to this analysis, one can assess the fulfillment of basic human needs or powers. Six needs or powers are described by Bulhan in his "Critical Psychology of Liberation" (1985): biological needs; rootedness; integrity, and self-clarity; symbolic immortality; self-reproduction through praxis; and maximum self-determination. The point of this method is not to concentrate solely on an individual account but to collect a number of such accounts, and to analyse them as though they were a set of Thematic Apperception Test responses. (BZ)

ED 281 823 SO 018 313

Saueressig-Schreuder, Yda
The Study of Geography in an Interdependent World.
PUB DATE- Jun 83
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Area Studies; *Comparative Education; Developed Nations; *Educational History; *Educational Needs; Educational Practices; Educational Trends; Elementary Secondary Education; Foreign Countries; *Geography; *Geography Instruction; Global Approach; Higher Education; Intellectual Disciplines; International Relations; World Affairs; World Geography
IDENTIFIERS- Europe (West); United States

The importance of restructuring the discipline of geography and enhancing its role in the precollege curriculum as part of a global approach to education is emphasized in this paper. International education is seen as an essential part of high school and college education in an increasingly interdependent world. The oil crisis, the world economic recession, and the Iranian hostage crisis have made the U.S. public aware of the complex world situation and have increased the need to understand the complexities of global interdependence. A revitalization of regional geography or area studies with a global emphasis and a problems approach is suggested. In order to show how geography developed as a discipline and illustrate its placement in the curriculum of the United States and Europe, its history is traced from the eighteenth century to the present. Traditionally, geography has held a higher status in the curriculum in Europe than in the United States. By the time a global perspective was introduced into the United States curriculum, theoretical goegraphy prevailed at the university level, and geography was never introduced as a required and integral part of high school education as it was in Europe. (SM)

SP

ED 281 839 SP 028 794

Hentschke, Guilbert C.
Pursuing Professional School Relevance through an Arts and Science Orientation.
PUB DATE- 21 Apr 87
NOTE- 28p.; Paper presented at the Symposium, "Schools of Education in Research Universities," at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Higher Education; *Institutional Characteristics; Institutional Environment; Institutional Mission; *Liberal Arts; *Organizational Objectives; *Schools of Education; *Universities
IDENTIFIERS- *University of Rochester NY
In the first section of this paper it is pointed out that the institutional environment of a university dramatically shapes the identity of its school of education. A description is given of the environmental conditions of the University of Rochester (New York) which most influence the character of its education school: (1) the institution is private and financially secure; (2) it has a tradition of "corporate" or top-down governance; (3) it deliberately maintains a small size (for a university) in order to foster interdependence among its units; and (4) it pursues distinctiveness through selective focus rather than breadth of offerings. The "arts and sciences" character of the university has a significant influence on its Graduate School of Education and Human Development (GSEHD). In the second section of this paper, a discussion is presented of the arenas in which this university orientation has the greatest impact on GSEHD: (1) the mission or special emphasis of GSEHD; (2) the character and composition of its faculty; (3) shifts in program emphasis; and (4) shifts in its research and development activities. Appended are a discussion draft on the character and mission of GSEHD and a brief paper responding to the CED/Urban League's "Call to Action," a report urging all major segments of Greater Rochester to improve educational opportunities for city school children. (JD)

ED 281 779 SE 047 973

Hembree, Ray
A Bibliography of Research on Academic Test Anxiety.
PUB DATE- May 87
NOTE- 50p.; A report of the meta-analysis for which this document is the bibliography is found in the May 1987 issue of the "Journal for Research in Mathematics Education" (see SE 541 040 in CIJE).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Research; Mathematics Achievement; *Mathematics Education; Mathematics Instruction; *Mathematics Tests; Meta Analysis; Problem Solving; *Research Utilization; *Test Anxiety; *Testing
IDENTIFIERS- *Mathematics Education Research
This bibliography identifies reports of research on correlates, causes, effects, and treatment of test anxiety. The listing was developed for a synthesis of research, performed by meta-analysis at Adrian College, Michigan in 1986-87. Guidelines for including studies were applied as follows: (1) the research concerned academic test anxiety, using English-speaking subjects in mainstream education; (2) the report provided product-moment correlation coefficients and their sample sizes or, in the case of experiments, sufficient data for effect-size calculations; (3) test anxiety was measured by a validated instrument specific to the construct; (4) treatments for test anxiety used at least two independent groups, including a control; and, (5) each experimental group contained at least eight subjects. This screening delivered a body of 562 studies. The reports are listed alphabetically by author in three categories: journal articles (pp. 4-32); doctoral dissertations (pp. 32-47); and, other research (pp. 47-51). (Author)

ED 281 780 SE 047 974

University Funding: Patterns of Distribution of Federal Research Funds to Universities. Briefing Report to the Ranking Minority Member, Committee on Appropriations, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO-RCED-87-67BR
PUB DATE- Feb 87
NOTE- 53p.
AVAILABLE FROM- United States General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free while supplies are available; additional copies $2.00 each; 25% discount for 100 or more to same address).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; *College Science; Educational Finance; *Federal Aid; Federal Legislation; Government School Relationship; Higher Education; Mathematics Education; *National Surveys; *Research and Development; Research Projects; *Research Universities; Science Education; Social Sciences

Responding to a request by the United States Senate, this report examines the patterns of distribution of federal research funds to universities and colleges. These distribution patterns were determined by institution, state, agency, and field of science. In addition, the document provides an analysis of the extent to which patterns of distribution are accounted for by historical trends, direct congressional action, field of science, demographic and socioeconomic factors, and the use and distribution of peer reviewers. The principal findings include: (1) that although the percentage of federal research and development funds received by the top funded 100 universities and colleges has remained stable from 1967 to 1984, the composition of the top 100 has changed, with 19 institutions moving into the top 100; (2) the total federal research funding to universities and colleges appears to be concentrated in relatively few states and institutions (although this does not hold when examining individual fields of science); and (3) that federal research and development funding to universities and colleges by state positively correlates to certain demographic and socioeconomic factors. (TW)

ED 281 793 SO 018 073

Rawlings, Steve W.
Household and Family Characteristics: March 1985.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Sep 86
NOTE- 133p.; Statistical tables contain small print. For related document, see SO 018 075.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Children; Demography; *Early Parenthood; *Family (Sociological Unit); *Family Characteristics; Family Size; Heads of Households; Nuclear Family; One Parent Family
This annual report summarizes some of the notable recent trends in household and family characteristics and contains detailed demographic data from the March, 1985 "Current Population Survey." The households vary greatly in size and complexity. Some of the aspects of household demography that have important consequences for both consumer demand and public policy are changes in the number and average size of households; the proportion of households which are composed of families; whether families are maintained by married couples; and whether children are present and residing with one or both parents. Additionally, the number of married couple families has increased by 3 percent since 1980, versus an 18 percent increase for other types of families. Household size dropped from 2.76 persons in 1980 to an average of 2.69 persons in 1985. The decline in household size was less during the five years since 1980 than during either of the five-year periods between 1975-80 and 1970-75. The number of households maintained by young adults under 25 years old has declined by 17 percent since 1980. In 1985, about 60 percent of the black family groups that included children under 18 years old had only one parent present, compared with 21 percent for corresponding white family groups. Over 20 tables with detailed census data support the findings. An appendix is included which contains definitions and explanations of the terms and sources used in the report. (APG)

ED 281 794 SO 018 074

Households, Families, Marital Status, and Living Arrangements: March 1986 (Advance Report).
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Nov 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Numerical/Quantitative Data (110)
DESCRIPTORS- *Census Figures; Demography; *Family (Sociological Unit); *Family Characteristics; Family Size; National Surveys; Social Science Research

This report updates recent trends in household and family characteristics and contains demographic data from the March 1986 "Current Population Survey." The population characteristics include household composition, household and family size, age at marriage, and unmarried couples. The document reports that the U.S. population characteristics are changing. These changes include an increased variety in the composition of households; a decrease in the size of families and households; an increase in married and unmarried couples; and men and women getting married at a later age. Figures and tables summarize the data and include "Average Size of Households and Families: 1950 to 1986"; "Number of Married and Unmarried Couples, 1986, 1980, and 1970"; "Household Composition: 1970 to 1986"; "Average Population per Household and Family: 1940 to 1986"; "Median Age at First Marriage, by Sex: 1890 to 1986"; "Persons Age 15 Years and Over and Percent Never Married, by Age and Sex: 1986, 1980, and 1970"; "Selected Characteristics of Unmarried Couple Households: 1986 and 1980"; and "Household and Family Units, by Type: 1940 to 1986." (APG)

ED 281 809 SO 018 143

Demery, Marie
Example Museum Field Trip Components for College-Level Art Appreciation.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the National Art Education Association Conference (New Orleans, LA, April 4-8, 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Activities; *Art Appreciation; *Art Education; *Arts Centers; Course Descriptions; Course Objectives; Exhibits; *Field Trips; *Higher Education; *Museums
A museum field trip should be the highlight of every art appreciation course. Through this experience, students are introduced to the museum as a source for authentic, original art and for scholarship, education, and entertainment. A well-planned field trip achieves this objective through the use and modification of eight components: (1) Integration of Museum Unit into Art Appreciation Course; (2) Selection/Contact with a Major Museum for Field Trip; (3) Arrangements for Safe, Economical Transportation; (4) Preparation of Students for Field Trip; (5) Field Trip Schedule; (6) Use of Docents and Viewing Guides; (7) Student Evaluation Form for Field Trip; and (8) Class Discussion of Field Trip. Each of these components is described, and a course outline and bibliography are also included. (Author/BZ)

ED 281 781 SO 017 243

Education in Ireland. Papers presented at the EURYDICE Information Seminar (Dublin, Ireland, May 27-28, 1982).
EURYDICE Central Unit, Brussels (Belgium).; EURYDICE Irish Unit, Dublin (Ireland).
REPORT NO.- ISBN-2-87116-000-7
PUB DATE- 83
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Adult Education; Career Guidance; *Curriculum Research; *Elementary Secondary Education; Foreign Countries; French; *Higher Education; Inspection; Linguistics; School Administration; School Law; Special Education; *Teacher Education; *Teacher Recruitment; Tests; Vocational Education; *Youth Employment
IDENTIFIERS- *Ireland
Since 1979, the Education Information Network in the European Community (EURYDICE) has been conducting seminars designed to improve understanding of the different educational systems of the member states and to facilitate network cooperation. The papers in this document were given by speakers both from the Irish Department of Education and other educational institutions and cover a variety of educational issues in Ireland including recent developments and data. Topics included are: "School Administration in Ireland" (primary and secondary); "Curriculum, Examinations, Schools, Inspection" (primary and secondary); "Special Education in Ireland"; "Teacher Training and Recruitment" (primary and secondary); "Vocational Guidance in Ireland"; "Transition from School to Working Life"; "Temporary Grant Scheme for Youth Employment"; "Youth Employment Agency"; "Overall View of State Involvement in Higher Education"; "Higher Education and the Role of the Higher Education Authority"; "Third Level Education Outside the Universities"; "The National Council for Educational Awards"; "The Teaching of French in Ireland"; "Instituid Teangeolaiochta Eireann/The Linguistics Institute of Ireland"; and "Adult Education in Ireland." (BZ)

ED 281 795 SO 018 075

Saluter, Arlene F.
Marital Status and Living Arrangements: March 1985.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Nov 86
NOTE- 98p.; Statistical tables contain small print. For related document, see SO 018 073.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; *Divorce; *Family (Sociological Unit); Females; Males; *Marital Status; *Marriage; Older Adults; One Parent Family; Spouses; Young Adults
This report presents detailed information on the marital status and living arrangements of the noninstitutional population of the United States by age, sex, race, and Spanish origin. The text of this report compares the mid-decade census estimates based on the March, 1985 "Current Population Survey" with the survey data from 1980, 1970, and 1960. The report concludes that many changes in marital status and living arrangements have occurred over the last few decades. Changes in marital status include postponement of the first marriage; a growing proportion of never-married persons; and the growth of the "singles" population due to divorce and separation. Changes in living arrangements include increasing numbers of children who live in single-parent situations, of young adults who live with their parents, of persons who live alone, and of adults who reside in unmarried couple households. Highlights of the report are: during the 1980s, the proportion of never married women, aged 20 to 24, has been the largest ever recorded; there were 119 unmarried men aged 25 to 34 for every 100 women aged 25 to 34 in 1985; between 1970 and 1985 the divorce ratio rose from 47 to 128 divorced persons per 1,000 married persons with spouse present; and 23 percent of children under 18 lived with one parent in 1985, compared with 9 percent in 1960. In addition, 60 percent of men and 48 percent of women, aged 18 to 24, lived at home with their parents in 1985; most elderly men still lived with their wives, while elderly women were more likely to live alone than with their husbands in 1985. The rapid growth in unmarried couple household during the 1970s has slowed in recent years. Charts, tables, and appendix tables which pertain to the data are included in the document. (APG)

ED 281 810 SO 018 144

Myers, Charles B.
Social Studies Teacher Education in an Era of "Haves" and "Have Nots."
PUB DATE- 17 Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (New York, NY, November 14-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economically Disadvantaged; *Educational Improvement; Educational Legislation; *Educationally Disadvantaged; *Lower Class; *Low Income Groups; Minority Group Teachers; Withdrawal (Education)
Serious concerns are being raised by the poor and uneducated underclass in the United States. Four main points are given which expand upon these concerns. (1) The affluent and middle class white U.S. population does not have enough interest and commitment to the poor and undereducated population to pay the price it will take to educate the U.S. underclass. The people do not believe they have the resources to spend in this way, and politicians are unable to change their minds. (2) The nature of the problem of educating the U.S. underclass is much more complex and multifaceted than most citizens are willing to admit. Higher academic standards, better pay for teachers, and other governor-led, state-level educational reforms will help, but will be inadequate. (3) The problem is not going to be solved by recruiting more and better minority group members to teaching. There are two reasons for this: the educational community does not have the means to recruit enough good minority teachers; and recruiting minority teachers is not sufficient to solve the problem. Rising academic standards, more verbal-based tests, five and six years of preparation, and low financial attraction discourage prospective minority teachers. (4) Schools and teaching are not strong enough to succeed with the task of educating the U.S. underclass in the near future. A five-part agenda for social studies educators is proposed which advocates the need to give to preservice and inservice social studies teachers the facts about poverty in the United States and to rekindle the commitment to equality and justice for everyone; the need to teach that social problems hurt all; the need to teach about economic and racial subgroups in the United States and about multicultural understanding; the need to teach that solving tough problems takes time and commitment; and the need to adjust the perspectives and priorities of social studies educators. (APG)

ED 281 824 SP 028 575

Gochman, David S.
Youngsters' Health Cognitions: Cross-Sectional and Longitudinal Analyses.
Health Behavior Systems, Louisville, KY.

PUB DATE- Sep 86
NOTE- 76p.
AVAILABLE FROM- Health Behavior Systems, 2212 Carolina Ave., Louisville, KY ($7.50 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Dental Health; Elementary Secondary Education; *Health Education; Knowledge Level; *Physical Health; Sex Differences; Socioeconomic Influences; *Student Attitudes; *Student Behavior; *Student Motivation

An investigation of third- through ninth-graders' health-related cognitions used a health belief model to elicit perceptions of vulnerability to health problems, health benefits accruing to health actions, intentions of taking health actions, preventive attitudes, health motivation, beliefs about toothbrushing frequency, and selected beliefs about teeth. Data were obtained from a group-administered questionnaire including forced-choice, expectancy, and semantic-differential formats. Multiple analysis of variance indicated that health motivation decreased appreciably and in linear fashion with age and that perceived vulnerability was nonlinearly and complexly related to age. Most health-related cognitions remained largely stable and did not change appreciably during childhood or adolescence. Gender had some effect, particularly upon perceived vulnerability. Socioeconomic level had few clearcut and consistent effects. This report details study methodology and procedures, results in each of the categories, and implications including the need for health educators to re-examine their assumptions about socioeconomic, sex, and age effects of students' health attitudes and behaviors. (CB)

ED 281 825 SP 028 623

Hale, Charles; Varnes, Jill
Assessing School Emergency Care Preparedness.
PUB DATE- 80
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cardiopulmonary Resuscitation; Elementary Secondary Education; *Emergency Programs; First Aid; Health Facilities; *School Health Services; *School Policy

IDENTIFIERS- *Florida
A study assessed the emergency health care preparedness of a north central Florida public school district in light of seven criteria: (1) school policies regarding delivery of emergency health care; (2) identification of school personnel responsible for rendering emergency care; (3) training levels of emergency health care providers (first aid and cardiopulmonary resuscitation); (4) availability of a first aid room with proper equipment; (5) school policies regarding parental notification and transfer of repsonsibility; (6) school policies regarding pupil emergency transportation; and (7) school recordkeeping regarding data retrieval, maintenance, and followup. The "Checklist Inventory for Assessing Emergency Care Preparedness in the Schools" was used to identify strengths and weaknesses of the district's 30 public schools. Findings indicated that less than half of the sampled schools had developed policies for sudden or chronic illness. Eighteen percent of the schools had not designated personnel to render first aid in the absence of school nurses or clinic aides. Less than 10 percent of schools required all their personnel to be trained in first aid and cardiopulmonary resuscitation. In 96 percent of the schools, a room and appropriate equipment were found for emergency care. Findings indicated that 93 percent of the schools had an adequate mechanism to notify parents or guardians about emergency care. Most schools (82 percent) also had an effective emergency pupil transportation policy. Most (93 percent) also maintained an accessible student emergency record file. (CB)

ED 281 782 SO 017 416

Fleming, Dan B.
Citizenship Education: U.S. Department of Education Style!
PUB DATE- 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Palo Alto, CA, June 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Critical Thinking; Educational Objectives; Educational Philosophy; *Educational Policy; Educational Practices; Educational Principles; *Government Role; High Schools; International Education; *Social Studies; *Teacher Responsibility; Teacher Role; *Textbook Bias; Textbook Content; Values
IDENTIFIERS- China; USSR
Seven widely-used high school world history textbooks were analyzed to test the proposition that alternative political and economic systems, such as American democracy and Soviet communism, are treated neutrally, as if they are morally equivalent. This proposition has been advanced by leaders in the U.S. Department of Education as a criticism of high school history textbooks. The study reveals that six of the seven textbooks were very critical of political and economic life in the Soviet Union and of Soviet foreign policies. By contrast, five textbooks were much less critical of China, and two textbooks tended to have a rather positive view of Chinese society. The author recommends balanced treatments of different nations and their political/economic systems while recognizing difficulties of overcoming cultural biases in teaching and writing history. Public statements about the "bland neutrality" of history textbook content by leaders of the U.S. Department of Education are criticized, because they seem to discourage critical thinking and encourage one-sided views of truth. (JJP)

ED 281 796 SO 018 079

DeKock, Anita, Ed.
US-Pacific Security, Soviet Economy, US-Mexico Relations, Problems in Nonproliferation. Report of the Strategy for Peace, US Foreign Policy Conference (27th, Warrenton, Virginia, October 16-18, 1986).
SPONS. AGENCY- Stanley Foundation, Muscatine, Iowa.
PUB DATE- Oct 86
NOTE- 67p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, Iowa 52761 (Free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Foreign Countries; *Foreign Policy; Higher Education; *International Relations; *National Defense; *Peace; Political Science; Treaties; *World Affairs
IDENTIFIERS- Asia Pacific Region; Mexico; USSR

The goal of the Stanley Foundation is to encourage study, research, and discussion of timely international issues in such a way as to promote understanding of and tolerance for their complexity and to contribute to a secure peace with freedom and justice. Presented are four conference reports with a common characteristic. In each case, the United States has been executing policies which have been moderately successful but which are based on broad assumptions that may no longer be valid. In some cases, the assumptions are dated. In others, they are based on a view of circumstances which is too limited or overly simplistic. The discussion topics included are: (1) "The US and the Future of Pacific Security"; (2) "The Soviet Economy and US Policy"; (3) "US Policy toward Mexico"; and (4) "The Nonproliferation Regime and the Problem Countries: Bridging the Gap." The report is illustrated with black and white photographs. (BZ)

ED 281 811 SO 018 145

Ediger, Marlow
Peace, The Old Order Amish, and Society.
PUB DATE- 85
NOTE- 13p.; For related document, see SO 018 072.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Cultural Traits; Culture Conflict; Minority Groups; National Defense; *Peace; Religion; Religious Cultural Groups; *Social Values; *Subcultures
IDENTIFIERS- *Amish (Old Order)
Old Order Amish in modern society have retained definite customs and traditions. At the heart of their thinking is the belief that resolving conflicts peacefully within their own cultural group is a necessity. In times of conscription of young men, alternative service in governmental-approved civilian work is performed instead of military service. Types of work approved for the Amish emphasize the national health and safety of humankind in society. Working in hospitals has been an important type of alternative service. (BZ)

ED 281 812 SO 018 149

Kessler, Shelly
Third World Women in Agriculture: An Annotated Bibliography.
National Council for Research on Women, New York, NY.
PUB DATE- Jul 85
NOTE- 75p.
AVAILABLE FROM- The National Council for Research on Women, Sara Delano Roosevelt House, 47-49 East 65th Street, New York, New York 10021 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agriculture; Annotated Bibliographies; *Developing Nations; *Economic Development; Employment; Family Role; *Farm Labor; *Females; Food; Foreign Countries; *Land Use; Libraries; Resource Centers; Sex Role; Sex Stereotypes; Womens Studies
IDENTIFIERS- Africa; Latin America; Middle East; Third World

The initial purpose of this literature search on Third World women in agriculture was to locate materials in the New York and Washington areas. However, the location of source materials became a project in and of itself, and gaining access to various collections no small feat. Some of the best material is what is called fugitive literature. Word of mouth remains the single best avenue to the location of resources. The collections accessed in this search are: the Rockefeller Foundation, the Ford Foundation, the Population Council, the Agricultural Development Council, the International Women's Tribune Center, the United Nations, the Agency for International Development/Office of Women in Development, and the International Center for Research on Women. Materials are divided according to content: overview; farm systems research; sexual division of labor, case studies; time allocation; project evaluation; services, extension, training, credit, cooperatives; land reform and resettlement schemes; and impact of development. (BZ)

ED 281 826 SP 028 725

Koch, Norman E.
How'd We Do? A Follow-Up Study of Elementary Teachers Receiving Basic Certification in 1986 from Western Oregon State College.
SPONS. AGENCY- Western Oregon State Coll., Monmouth.
PUB DATE- Apr 87
NOTE- 27p.; Study supported in part by Professional Development fund awarded by the Provost's Office, Western Oregon State College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers; Elementary School Teachers; Graduate Surveys; Higher Education; *Preservice Teacher Education; *Program Effectiveness; *Teacher Attitudes; Teacher Education Programs; Teaching Skills

IDENTIFIERS- *Western Oregon State College
To evaluate the effectiveness of their program for preparing elementary school teachers, Western Oregon State College collected data from 13 first-year elementary school teachers recommended for certification in 1986. Information was collected on beginning teachers' perceptions regarding the effectiveness of the general preparation received, current teaching assignment, involvement with microcomputers, and selected demographic variables. The teachers ranked themselves and the preparation program fairly highly in all the variables assessed, including planning and preparation, performing instructional functions, classroom management, knowledge of subject matter, evaluation of instruction, communication skills, work with handicapped students, interpersonal relations, and computer skills. Strong agreement was seen by the teachers' cooperating principals. First-year teachers did, however, show concern about the amount of material, content, and the fairly rapid pace of the instructional program although the data indicated a high level of satisfaction with the teacher preparation program at Western Oregon State College. (The questionnaire is appended.) (CB)

ED 281 827 SP 028 727

Pierce, Truman M.
Imperatives of Lasting Public School Reform.
Auburn Univ., AL. Truman Pierce Inst. for the Advancement of Teacher Education.
PUB DATE- 87
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Foundations of Education; *Futures (of Society); Higher Education; Teacher Characteristics
This book considers the appropriateness of efforts for lasting and effective school reform, particularly focusing on the dissatisfaction many individuals feel about current reform efforts. Four related areas are discussed: (1) an overview of the American experience in education, its cornerstone and its sociological, economic, and philosophical foundations; (2) analysis of various attempts made during this century to improve schools; (3) projection of needed reforms that must be made if schools are to keep faith with their true owners; and (4) imperatives of lasting reform (selecting and preparing competent professionals for the schools, creating and maintaining an environment that enables and encourages the professional to make a career in the classroom, and developing and implementing a program of continuous school district evaluation). Chapters address: the recurring trial of public schools; why schools struggle to keep up; the making of a professional teacher; a professional career in the classroom; and an evaluation component for school systems. (CB)

ED 281 783 SO 017 687

Snyman, Ina
Social Work Research: International Actualities and Trends. Occasional Paper No. 22.
SPONS. AGENCY- Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0236-4
PUB DATE- 86
NOTE- 77p.; Translated from Afrikaans by Lalie Rabie. Document contains small print.
AVAILABLE FROM- Human Sciences Research Council, Head Technical Services, Private Bag X41, Pretoria 0001, Republic of South Africa.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTORS- Developed Nations; Foreign Countries; Human Services; *Quality of Life; *Social Agencies; *Social Problems; *Social Science Research; Social Support Groups; *Social Work; Welfare Agencies
IDENTIFIERS- *Canada; *United States

This report is based on data and insights obtained during a study tour of the United States and Canada. The purpose of the tour was to combine attending three conferences on social work and social welfare held in Montreal, Canada in the summer of 1984 with visiting various institutions in Canada and the United States. In the first section of this paper, "Aspects of the Crisis," a general review refers in the first instance to the vast differences between countries, including those normally labelled as being equally deprived. The most important aspects of the crisis are subsequently dealt with under the headings: arms race (particularly the nuclear arms race), health, education, housing, food, human rights, poverty and employment, and social security. From these crisis aspects participants in the working paper formulated the following forum topics and prepared brief introductions that were included in the paper. These are: sociocultural shifts, economic choices, technological upheavals, demographic dilemmas, environmental tightrope, political and organizational technocracies, children's needs and rights, youth's future, aging concerns, family survival, feminist affirmation, uprooting and migration, discrimination and segregation, and integration of the disabled. A bibliography, notes on the three conferences, and the study tour itinerary conclude the document. (BZ)

ED 281 797 SO 018 080

Rhodes, Anna Marie; Spalding, Thomas
Women in History: A Proposal for a Course with a New Direction.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Curriculum; College Instruction; College Programs; *Course Content; *Course Descriptions; *Curriculum Design; Curriculum Development; Females; Higher Education; *History; Teaching Methods; *Womens Studies
Describing a proposal for a new course entitled "Women in History" designed for upper-level undergraduate and graduate students, this course addresses the issues of attitudes toward women, the image that women may have of themselves, and the roles that men have assigned to women and considers that the deep-rooted attitudes, images, and stereotypes are determined by historical precedent. The content and instructional methods are devised for identification and testing of the learner's own presuppositions, values, and attitudes regarding the place of women in society. Course objectives, requirements, an evaluation process, meetings, and materials are covered. A tentative course outline and bibliography are included. (KWL)

ED 281 813 SO 018 154

Kvale, Katherine; Delehanty, James
Food and Famine: A Game Simulation.
PUB DATE- 86
NOTE- 28p.; Paper presented at the Meeting of the National Council for Geographic Education (Chicago, IL, October 9-12, 1986). Sample game pieces will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Games; *Farmers; Foreign Countries; Higher Education; High Schools; *Living Standards; Quality of Life; *Role Playing; Simulation
IDENTIFIERS- Africa (West); *Sahel
This game simulates trade and food production in the West African region of the Sahel which is susceptible to drought. Players are divided into teams of two and four persons, each team assuming the role of a farming household in the Sahel. Teammates collaborate on production and trade decisions under conditions of dearth and plenty. The game carries players through seven years of decision making in two to three hours. Intended for classroom use, the simulation is particularly suited to use in secondary and college level courses dealing with the Third World, peasant agriculture, or famine. Sample game pieces and complete instructions are included. (Author/APG)

ED 281 828 SP 028 745

Hatfield, Robert C.; And Others
Exploring Leadership Roles Performed by Teaching Faculty in K-12 Schools.
PUB DATE- 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Instructional Leadership; Leadership Styles; *Role Conflict; Secondary Education; *Teacher Attitudes; Teacher Responsibility; *Teacher Role; Teaching Conditions

A three-phase investigation studied the nature of extended professional roles (in terms of leadership) among kindergarten through twelfth-grade teachers in Michigan through interviews, a survey of job titles, and a survey of teacher-leaders. Data were collected on professional assignments, work organizational styles, perception of leadership roles, working relationship with peers, educational philosophy, and ways teachers would change their job descriptions and why. Findings show that a large number of teachers are currently engaged in extended professional roles. The teachers have responsibilities cutting across most segments of the school program, including areas of curriculum, staff development, policy, and evaluation. Teacher-leaders indicated that organizational conditions related to their extended role were critical to being effective in their job. They also indicated frustration when confronted with carrying out two major roles. Strong interest was seen in developing a communications network for teacher-leaders for new ideas about carrying out their roles. (CB)

ED 281 784 SO 017 713

Hellgren, Paul
Teaching: A Social Concept. Research Report 36.
SPONS. AGENCY- Helsinki Univ., (Finland). Dept. of Teacher Education.
REPORT NO.- ISBN-951-45-3820-X
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- Department of Teacher Education, University of Helsinki, Ratakatu 2, 00120 Helsinki, Finland.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Instructional Design; *Intentional Learning; *Learning Processes; *Learning Theories; Social Action; Social Experience; *Social Science Research; Social Sciences; *Teaching (Occupation)
IDENTIFIERS- Tuomela (R)

The purpose of this study was to investigate teaching within the framework of the philosophical social action theory developed by Professor Tuomela in order to argue for the claim that teaching is a social concept. The outcome is likely to have important implications for the development of theories about factual and conceptual phenomena within pedagogy. The joint action of teaching performed by the teacher and pupil was analyzed in the purposive-causal theory. The most important means of analysis was the action language and the concepts connected with it: intentionality and we-intentions. The particular theses argued for were: (1) the concept of teaching requires the concept of learning as an action, not as a learning outcome; (2) the concept of we-intention is needed to account for the joint action of the teacher and the pupil. Part of the analysis involved going through the conceptions of teaching in the educational literature and clarifying misconceptions. In particular, teaching was viewed in terms of the collective acting jointly and in terms of modes of teaching. In institutionalized teaching, the jointness of the teaching action prevails between the teacher and each pupil separately, that is, the pupils' component actions are not dependent on each other's actions. As for the we-intention, additional conditions can be set for the concept in the case of instruction and indoctrination. (Author)

ED 281 798 SO 018 093

Farmer, Eyleen H.
A Study of Value Priorities among Adolescents in Public and Private Schools.
PUB DATE- Aug 86
NOTE- 59p.; Master of Arts in Teaching Thesis, Memphis State University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; *Adolescents; Attitude Measures; Comparative Analysis; *Educational Environment; Moral Development; Moral Issues; Norms; *Private Schools; *Public Schools; *School Role; Secondary Education; Surveys; *Values
IDENTIFIERS- Tennessee
Considering that values and value systems are determinants of human behavior and that the school system is a primary agent of values inculcation, this study assesses whether the school setting has an impact on the value priorities of students. The Rokeach Value Survey was administered to 68 students of both sexes attending three local high schools in Shelby County, Tennessee. The schools included a public high school, a private church-related school, and a private school not associated with a church. A comparison of the three groups of students revealed an overall similarity of value orderings across schools with only six of the 36 values showing a significant discrepancy. The public school and private church school results were more closely related than either was to the private non-church school. Sex was a significant factor in the ranking of only two values. The overwhelming congruence of adolescent value systems in all three schools suggests that factors other than the school are more consequential in determining value priorities. Included are 12 tables, a bibliography, and the study instruments. (Author/KWL)

ED 281 799 SO 018 098

Drake, Frederick D.
Radical Revisionism and Cold War Interpretations: Decisions for Secondary History Teachers.
PUB DATE- 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diplomatic History; Foreign Countries; Foreign Policy; Historiography; *History Instruction; *Intellectual History; International Relations; Marxian Analysis; National Defense; News Reporting; *Political Science; Secondary Education; War; World Affairs
IDENTIFIERS- *Cold War; *New Left; USSR; Vietnam War
The reinterpretation of past events has been a natural phenomenon of twentieth century historiography. Historical revisionism--the reshaping by contemporary scholars of traditional views of the past--has been an inevitable and necessary trait of the profession and has contributed to the growth of humankind's perception of previous generations. During the 1960s and 1970s, New Left or radical social criticism became dominant in the teaching of public issues. Radical revisionists, writing during the period of the Vietnam War, remade the past with powerful, thought-provoking themes and interpretations especially relative to Cold War origins. This overview for history teachers, especially those at the secondary level, reviews the legacy of New Left historians relative to their impact on trends in diplomatic history and the historical profession itself. (BZ)

ED 281 814 SO 018 156

Hantula, James N.
Teaching about Asia: Professional Materials and Reference Books.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Asian Studies; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Resource Materials
IDENTIFIERS- *Asia; China; India; Japan
This two-part document serves as a guide to basic materials on Asia. The first part provides the teacher of Asian studies with nonserial examples of pertinent professional materials and reference books in print since 1979. Criteria used in selecting the items are given and a brief comparison between materials available in 1969 and 1985 is made. Included among the professional material is a discussion of recent trends in teaching about Asia as indicated by documents in the ERIC database and other professional sources; selected textbooks and tradebooks in China, Japan, and India; and appropriate voluntary agencies that provide materials. The second part of the document includes reference materials about Asia. It contains information about atlases and maps, chronologies, guides and encyclopedias, primary sources, continuing information, travel guides, and specific accounts about Asia, China, Japan, and India. These examples indicate that there is an abundance of basic materials, particularly concerning China, for teachers of Asian studies. (Author/APG)

ED 281 815 SO 018 158

Population Profile of the United States 1984-85.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Apr 87
NOTE- 57p.; Color charts will not reproduce clearly. Summary tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Census Figures; *Demography; *Population Distribution; *Population Trends; *Socioeconomic Status

This population profile summarizes the wide range of demographic and socio-economic data collected from the Current Population Survey during 1984 and 1985. The report contains information on the following areas: National Population Trends; National Population Projections; Fertility; State Population Trends; The Metropolitan/Nonmetropolitan Population; Cities and Suburbs; The Farm Population; Migration; Households and Families; Marital Status and Living Arrangements; Voting; School Enrollment; Educational Attainment; The Labor Force; Money Income; Sources of Income and Noncash Benefits; and Poverty. Highlights of each section are given. Tables, figures, and graphs support and illustrate the data. Appendices include: summary tables, sources and limitations of the data, and sources for the figures. (APG)

ED 281 829 SP 028 772

Brousseau, Bruce A.
Sorting Adjectives Describing Teachers: An Application of Latent Partition Analysis. Research and Evaluation in Teacher Education, Program Evaluation Series No. 9.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Dec 85
NOTE- 35p.; Appendix C may not reproduce well due to small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjectives; *Classification; Education Majors; Higher Education; Preservice Teacher Education; *Student Attitudes; *Teacher Characteristics

The purpose of this study was to derive a reliable system for classifying the 1,425 responses of over 800 teacher education candidates to a survey regarding adjectives used to describe teacher characteristics. Previous research had indicated five major themes underlying the adjectives teacher candidates think their students will use in describing them: empathic; stimulating; easy to work with; hard working; and expertise. A sixth category was used for words that did not fit into any of the major categories. The 90 most frequently cited adjectives, accounting for 92.5 percent of the responses, were sorted into categories by 17 sorters and results were analyzed for agreement between sorters. Factor analysis showed agreement rates of 89 percent for empathic, 55 percent for expertise, 75 percent for easy to work with, 67 percent for hard working, and 73 percent for stimulating. It is concluded that, while there is some overlap among the sets, low agreement in such areas as "expertise" suggests that caution should be exercised in using these results. (CB)

ED 281 830 SP 028 773

Freeman, Donald
Overview: Program Evaluation in the College of Education at Michigan State University. Research and Evaluation in Teacher Education, Program Evaluation Series No. 10.
Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Jan 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Analysis; *Data Collection; Evaluation Utilization; Higher Education; Preservice Teacher Education; *Program Evaluation; *Schools of Education
IDENTIFIERS- *Michigan State University
The ongoing activities of program evaluation in the College of Education at Michigan State University are described in terms of three major phases of the evaluation: data collection; data analysis and reporting; and internal program reviews. Descriptions are included of the Graduate and Undergraduate Education Policy Committees, Office of Program Evaluation, evaluators of individual undergraduate programs, the Undergraduate Program Evaluation Committee, other researchers and evaluators, and college administrators. Data collection models considered include the conceptual framework for undergraduate programs, data collection instruments, sampling plans, and the evaluation of graduate programs. Procedures for data analyses and reporting include specifics on reporting results. Ongoing reviews and periodic, comprehensive reviews are necessary to communicate accurately to program faculty and administrators the program evaluation findings. (CB)

ED 281 846 SP 028 817

Davis, E. Dale
Personal Procrastination and Lost Professional Opportunities and Growth.
PUB DATE- 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Psychological Patterns; Secondary School Teachers; Stress Variables; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Procrastination
A study determined if there were common psychological causes associated with teachers who considered themselves more-than-average procrastinators and who also felt that they were under personal and professional stress as a result of their work. Interviews were conducted with 44 secondary school teachers to elicit responses regarding educational background, professional work, career opportunities, and accomplishments. This information was used along with information obtained from a literature review to summarize reasons behind procrastination among teachers. It is concluded that procrastination can become such a pervasive way of life that an individual may accept it as normal behavior. Teachers must identify the factors or causes of their procrastination and strive toward overcoming the psychological bases. Procrastination causes mental conflict and confusion; putting off or avoiding one's professional opportunities and duties can only lead to a lack of success. Suggestions presented for eliminating procrastination include: dividing large tasks into smaller, manageable units; not spending an inordinate amount of time preparing; and working toward goals. (CB)

ED 281 845 SP 028 811

Werch, Chudley E.
Information on Blood Alcohol Concentration: Evaluation of Two Alcohol Nomograms.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholic Beverages; Biochemistry; *Decision Making; *Drinking; *Driver Education; *Test Validity; Traffic Safety
IDENTIFIERS- *Alcohol Nomograms
The purpose of this study was to compare with an alcohol information warning card the utility of two common alcohol nomograms (statistical information tables) in impacting decisions regarding drinking, driving after drinking, the development of knowledge of the relations between personal alcohol consumption and the legal level of intoxication, and consumer evaluation measures. A total of 159 subjects (65 males and 94 females) attending a 2-day health fair at a southern university participated in this study. Subjects were randomly assigned to one of five conditions by shaking a large plastic die at an alcohol information booth at the fair. Conditions included three treatments (two alcohol nomogram conditions, and one alcohol information card comparison condition), and two conditions of administration (brief instruction, and no instruction). Subjects completed an Alcohol Card Questionnaire six weeks after the conclusion of the health fair. Two commonly found alcohol nomograms were no more effective than an information card warning of the penalities for driving while intoxicated offenses under new state laws. Subjects receiving the information cards were more likely to have made decisions about driving after drinking. A greater percentage of subjects who had not received instruction had read the card than those who had received instruction. The implications of these results and recommendations for future research are discussed. (Author/JD)

ED 281 840 SP 028 795

Niemeyer, Roger C.; Moon, R. Arden
Discovering Supervisors' Thought Patterns through Journals.
SPONS. AGENCY- Michigan State Univ., East Lansing.
PUB DATE- 22 Apr 87
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Decision Making; Higher Education; *Personal Narratives; Preservice Teacher Education; Research Methodology; *Student Teacher Supervisors; Supervisory Methods; Teacher Attitudes; Teacher Student Relationship
This study focused on the thoughts, related schema, and decision-making of student teaching supervisors as they go about their work of supervision. Twelve practicing supervisors were asked to write their thoughts on a three-stage data gathering, circle instrument. These concepts were weighted to reflect the significance each concept had in the supervisor's judgment at that particular point in the student teaching experience. Concepts a supervisor considered crucial for the student teacher to move forward through the student teaching experience were identified. Attributes or characteristics of the concepts were also determined. Two additional research techniques, think-talk (supervisors reviewing a vidiotape of their supervising student teachers) and case studies, were applied to a limited number of supervisors. Comparisons among these three categories of data (supervisor's transcripts, circle instrument data, and researcher's notes) were made to explore how well the circle instrument data compared with reports of thought-in-action while supervising particular student teachers. The circle format for journal-keeping appeared to capture the thoughts of supervisors, since relationships and movement from one time frame to another could be graphically illustrated. (Author/JD)

ED 281 841 SP 028 799

Beal, Jack L.; And Others
Priority Assessment of Teaching Skills by Teachers, Principals, and Supervisors.
PUB DATE- 24 Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Principals; Student Teacher Supervisors; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; Teacher Response; Teacher Student Relationship; *Teaching Skills
The University of Washington Student Teacher Assessment System has identified 11 skills as necessary for effective teaching. This study examined the relative importance of these skills by surveying 234 elementary/secondary teachers, principals, and student teacher supervisors. The respondents were asked to group the most and the least important of the 11 teaching skills, as well as to select a single most important skill. The findings strongly suggest that educators do not perceive the 11 skills as equally important for hiring, or for successful teaching by new teachers. The respondents agreed strongly that a cluster of three skills relating to evaluation of student progress and to professionalism was less important than the other eight skills in the context of beginning teachers. The raters' consensus was less strong on the choice of a cluster of most important teaching skills, although there was agreement that a teacher's relationship with students was of primary importance. On the majority of skills, the teachers and principals agreed with a high consistency in their proportions of ratings, and elementary and secondary level teachers agreed for the most part on the relative importance of each skill. Ratings are displayed in tables, and brief descriptions of each skill are appended. (JD)

ED 281 842 SP 028 800

Denton, Jon J.
Factors Influencing Quality in Teacher Education: Program, Faculty and Productivity.
PUB DATE- 6 Apr 87
NOTE- 24p.; Paper prepared for the Meeting of the Texas Association of Colleges for Teacher Education (April 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Foundations of Education; Higher Education; Preservice Teacher Education; *Program Effectiveness; Quality Control; *Teacher Education Curriculum; *Teacher Education Programs; *Teacher Educators; Teaching Experience

In discussing quality indicators of teacher education programs, three components of teacher education are addressed: the program's content, the faculty, and products of inquiry. Three different rationales are presented for selecting and ordering content for teacher education curricula. These rationales, phrased as "decision-rules" are: in order to be considered viable content for a teacher preparation program, the concept, principle, or process must be: (1) related to student growth as revealed by empirical evidence; or (2) identified as a necessary curricular component by expert opinion based on experience; or (3) logically explained by a theory from social science and/or philosophy. Examples of content-maps resulting from the execution of each of these rules are presented to illustrate the nature of content resulting from each decision-rule. A discussion is presented on quality indicators of teacher education professors, citing the influence of prior teaching experience and the nature of doctoral preparation as important influences on the professor's subsequent performance in teaching, research, and service. A brief discussion is presented on a recent study undertaken to investigate inquiry productivity in teacher education among colleges and universities in the United States. The assessment of productivity was based on contributions to annual meetings of teacher associations and to leading journals of teacher education. References are included. (JD)

ED 281 843 SP 028 805

Physical Education Curriculum Framework K-12.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Curriculum Development; Elementary Secondary Education; Games; *Gymnastics; Lifetime Sports; *Movement Education; *Physical Education; *Physical Fitness
IDENTIFIERS- *Tennessee

This monograph presents a framework for physical education programs in Tennessee for grades K-12. The framework covers four areas: (1) games/sports; (2) gymnastics; (3) physical fitness; and (4) rhythmic movement. The goals and objectives for each of these areas are outlined and described for all grade levels. (JD)

ED 281 844 SP 028 806

Health Curriculum Framework.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; *Curriculum Design; *Curriculum Development; Disease Control; Drug Abuse; *Educational Objectives; Elementary Secondary Education; Environmental Education; Family Life Education; *Health Education; Mental Health; Nutrition; Public Health
IDENTIFIERS- *Tennessee

This monograph presents the health education framework developed for the public schools in Tennessee, and designed to serve as a basis for health curriculum development and implementation in grades K-12. The comprehensive health education program covers ten major areas: (1) community health; (2) consumer health; (3) disease control; (4) environmental health; (5) family life; (6) mental health; (7) nutrition; (8) personal health; (9) safety and first aid; and (10) substance use and abuse. The goals and objectives of these areas are stated and described for all grade levels. (JD)

ED 281 848 SP 028 820

Awomolo, Ademola A.

Teacher Effectiveness: Towards the Definition of a Complex Concept.
PUB DATE- 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 30-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Research Methodology; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Nigeria

This paper presents the justification for evaluative and instrumentation research into teacher effectiveness in the Third World in general and reports an attempt, within an instrumentation research, to evolve an operational definition of the concept such as would facilitate its assessment within the Nigerian cultural context in particular. To this end, the Critical Incident Technique was used to identify, from over 10,000 pupils and teachers in over 300 Primary and Secondary schools across Nigeria, the teaching behaviors which were perceived to promote or hinder pupils' learning. By categorizing about 3,000 effective and ineffective teacher behaviors, seven dimensions of teacher effectiveness were derived. These dimensions and the discrete teacher behaviors which define them constitute the operational definition from which specifications were derived for the development of teacher selection and teacher evaluation instruments. (Author)

ED 281 849 SP 028 823

Focusing the Debate for Positive Change in Teacher Education. Proceedings of the Forum on Teacher Education (3rd, Little Rock, Arkansas, March 1987).
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
REPORT NO.- TE-87-3
PUB DATE- 87
NOTE- 30p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Black Colleges; Educational Change; Higher Education; Preservice Teacher Education; *Program Length; *Standardized Tests; *State Standards; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs

In the third regional forum on positive change in teacher education, two themes dominated discussions: the pros and cons of the "fifth-year" plan for teacher education, and the impact and future of standardized testing. In both areas, a major emphasis on traditonally black institutions emerged. This report outlines the discussions, and presents excerpts from remarks of forum participants on the major themes under discussion. The impact of new state standards on institutions and the teaching profession was also discussed, focusing on implications for faculty and curriculum development. Notes are presented on statements about the progress of educational changes by representatives from Alabama, Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas. (JD)

TM

ED 281 863 TM 870 244

Braun, Henry; And Others
The Predictive Validity of the GRE General Test for Disabled Students. Studies of Admissions Testing and Handicapped People, Report No. 10.
College Entrance Examination Board, Princeton, N.J.; Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-86-42
PUB DATE- Nov 86
NOTE- 44p.; For other reports in this series, see ED 251 485, ED 251 487, ED 268 154, ED 269 418, and ED 275 697.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bayesian Statistics; *College Entrance Examinations; Correlation; Grade Point Average; Higher Education; *Learning Disabilities; Mathematics Tests; *Physical Disabilities; *Predictive Validity; *Test Theory; Verbal Tests; *Visual Impairments
IDENTIFIERS- *Graduate Record Examinations; Residuals (Statistics)

From the fall of 1981 through June 1984, more than 850 disabled examinees took special administration of the Graduate Record Examinations (GRE). Grade point averages were obtained on 278 disabled students; 236 had enough complete data to be included in the study. Disabled students earned lower mean GRE scores than their nonhandicapped counterparts but, except for visually impaired students, they earned overall graduate grade point averages very close to those of nonhandicapped students. Differences in the GRE performance of blind students compared to students with other visual disabilities raised questions for further research. The predictive validity of the GRE scores obtained in nonstandard administrations was estimated with empirical Bayes procedures. The differences between actual and predicted grade point averages were more negative for disabled students. The correlations between predicted and actual scores were more modest than results for nonhandicapped students. In addition a distinctive pattern was observed for disabled students: higher predicted five-year averages (FYA) scores were accompanied by increased overprediction. However, considerable caution was recommended in interpreting the results of the study because of the lack of information on nonhandicapped students in the same departments as disabled students. Appendices include a description of the use of Empirical Bayes methods and an annotated bibliography of reports from "Studies of Admissions Testing and Handicapped People." (Author/JAZ)

ED 281 877 TM 870 281

Seginer, Rachel
Adolescents' Concerns: Analysis of the Effect of Social Milieu on Future Orientation.
PUB DATE- Apr 87
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Adolescents; Career Planning; Community Services; Foreign Countries; Grade 12; High Schools; *Life Style; Marriage; Military Service; *Orientation; Questionnaires; *Social Environment; Social Influences; *Urban Culture
IDENTIFIERS- *Future Cognition; Future Orientation Questionnaire; Israel; *Kibbutzim; Salience; Specificity
This study examines the effect of one social milieu factor (Israeli kibbutz versus urban lifestyle) on Israeli adolescents' future orientation. Responses of 114 kibbutz and 112 urban adolescents to an open-ended Future Orientation Questionnaire are grouped into nine life domains: school and matriculation, military service, higher education, work and career, marriage and family, self, others, collective issues, and community service. Analysis shows that, overall, kibbutz adolescents express fewer concerns for the future (lower salience), and their image of the future is less detailed and elaborate (lower specificity). These tendencies are especially manifested in domains pertaining to transition to adulthood (military service, higher education) and adulthood (work and career, marriage and family) roles. Results are interpreted in terms of a negative relationship between the appraisal of environmental responsiveness to prospective needs and future orientation. Integration of these results with earlier findings indicating a positive relationship between social conditions and future orientation suggest that the relationship between the appraisal of environmental responsiveness and future orientation has an inverted U-shape. A four-page bibliography is attached. (Author/JAZ)

ED 281 891 TM 870 313

Amos, Lundee W.; And Others
Using the Invitational Teaching Survey (ITS) and the Student Attitudinal Outcome Measures (SAOM) to Improve Teaching.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Behavior Rating Scales; Classroom Techniques; Feedback; Higher Education; *Questionnaires; Scoring; Secondary Education; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Student Relationship; *Test Reviews
IDENTIFIERS- *Invitational Teaching Survey; *Student Attitudinal Outcome Measures
This paper presents data currently available on two new self-administered student-rating questionnaires that can facilitate the professional growth of teachers by giving them feedback about classroom interactions: (1) the Invitational Teaching Survey (ITS); and (2) the Student Attitudinal Outcome Measures (SAOM). The ITS, developed within the theoretical context of Invitational Education, is useful in identifying student perceptions of their instructors' teaching practices. The SAOM provides information on student attitudes related to course, subject matter, instructor, and the student (self) as learner. If the teacher makes use of the feedback provided by these tools, teaching can be enhanced. Information on instrument development, reliability and validity, and normative samples is presented. Directions for administering, scoring and using the instruments are provided. Appendices include the ITS and the SAOM (adult forms), 43 items of the ITS listed by subscores and clusters; 20 items of the SAOM listed by subscores and clusters; grids for hand scoring the ITS, the ITS subscales, the SAOM, and the SAOM subscales; and a copy of a chart showing normative data scores for teachers on the ITS and the SAOM. (Author/JAZ)

ED 281 904 UD 025 442

Clark, John L. D.
Developments in Language Education.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 15p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Standards; *Communicative Competence (Languages); *Competency Based Education; Computer Software; Computer Uses in Education; Educational Improvement; Educational Technology; Educational Trends; English (Second Language); *Limited English Speaking; *Second Language Instruction; Team Teaching; Transitional Programs
IDENTIFIERS- *Computer Assisted Language Instruction; *Content Area Teaching; Educational Issues
This report discusses three recent developments in foreign and second language education. The first is the "proficiency movement," which is leading teachers and curriculum planners to find effective ways of measuring functional language proficiency and of bringing students to pragmatically useful levels of speaking, listening, reading, and writing ability. The goal of foreign language teaching is now the effective use of the language in real-life communication settings. The second development is the introduction of the microcomputer to the language classroom. The following aspects of computer-assisted language learning (CALL) are discussed: (1) accessibility; (2) guidelines for CALL software development and review; (3) adoption of a systems analysis view of the instructional process; and (4) evaluation of CALL results. The third development is content-based language instruction--the simultaneous teaching of English and subject matter areas such as history or social studies to nonnative speakers of English. Guidelines are listed for developing effective programs of content-based language instruction. Future trends are covered and a list of references is included. (PS)

ED 281 864 TM 870 248

Stocking, Martha L.; Eignor, Daniel R.
The Impact of Different Ability Distributions on IRT Preequating.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-49
PUB DATE- Dec 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; Computer Simulation; Equated Scores; Error of Measurement; *Estimation (Mathematics); *Item Analysis; Latent Trait Theory; Mathematics Tests; *Multidimensional Scaling; Test Items
IDENTIFIERS- *Item Parameters; LOGIST Computer Program; *Pre Equating (Tests); Scholastic Aptitude Test; Three Parameter Model
In item response theory (IRT), preequating depends upon item parameter estimate invariance. Three separate simulations, all using the unidimensional three-parameter logistic item response model, were conducted to study the impact of the following variables on preequating: (1) mean differences in ability; (2) multidimensionality in the data; and (3) a combination of mean differences in ability and multidimensionality. One of the Scholastic Aptitude Test mathematical forms (3ASA3) which provided the least acceptable preequating was selected to define true item and person parameters for these simulations. A random sample of 2,744 examinees was used. The LOGIST computer program was chosen to estimate item parameters for the 60 items in 3ASA3 and the 24 items in the equating section fn. Results showed that differences in mean true ability can cause differences in the precision with which a particular estimation procedure estimates parameters. The introduction of a particular kind of multidimensionality in the data can have a large impact on estimation precision when the IRT model is unidimensional. The combination of a slight decrease in mean ability and a particular type of multidimensionality in the data also has a large impact on estimation precision when the IRT model is unidimensional, although the impact is lessened somewhat. (JAZ)

ED 281 850 TM 870 196

Ernest, Patricia S.; And Others
Evaluation of the General Education Program at the University of Montevallo. Symposium Presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, Tennessee, November 19-21, 1986).
PUB DATE- Nov 86
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; College Faculty; *Core Curriculum; Curriculum Evaluation; *Educational Objectives; Educational Testing; *Evaluation Methods; Higher Education; Models; Outcomes of Education; Pretests Posttests; Program Effectiveness; *Program Evaluation; Questionnaires; *Research Design; Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- College Outcome Measures Project; *University of Montevallo AL

These papers were presented as a symposium on the revision of the general education program at the University of Montevallo (UM) in Alabama. The first paper, "Introduction to Evaluation of General Education at the University of Montevallo," by Patricia S. Ernest and Elizabeth H. Rodgers, describes the core curriculum study and the 13 general education components of the University of Montevallo program and presents the evaluation model. The second paper, "Design of the Montevallo Evaluation," by Julia S. Rogers and James E. McLean, reports two aspects of the project: (1) an analysis of the extent to which the educational outcomes assessed by the College Outcome Measures Project (COMP) correspond to the goals of UM's core curriculum; and (2) a pilot questionnaire study of UM faculty to determine the extent to which they are addressing program goals. "Results of the Montevallo Evaluation," by Kathleen Bolland and Julia S. Rogers, details the outcomes of the faculty survey. "Implications of Evaluation of General Education at the University of Montevallo," by Patricia S. Ernest, reviews four evaluation activities impacted by faculty questionnaire results: (1) reliability of the COMP tests as a measure of general education; (2) process of revision of courses; (3) faculty participation in review and revision of courses; and (4) determination of core goals not being assessed currently. (LMO)

ED 281 878 TM 870 282

Reynolds, Arthur J.; Oberman, Geraldine L.
An Analysis of a PSAT Preparation Program for Urban Gifted Students.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Classroom Observation Techniques; *College Entrance Examinations; Comparative Testing; Grade 10; High Schools; Mathematics Tests; Pretests Posttests; *Program Evaluation; Questionnaires; *Test Coaching; Test Results; *Test Wiseness; Validity; Verbal Tests
IDENTIFIERS- *Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; *Test Preparation Program Gifted Talented Sophomore; Tests of Achievement and Proficiency

The history of test coaching has shown that positive benefits can be produced from short-term orientation, practice, and drill. Coaching on the Scholastic Aptitude Test (SAT) has been especially scrutinized for efficacy and has shown modest program effects, despite the limited scope and duration of such programs. The present investigation expands the focus of coaching programs by assessing the effects of an intensive 63-hour Preliminary SAT (PSAT) verbal and math program on identified urban gifted students conducted in the summer of 1986. Based on a pre- posttest comparison group design, results showed a significantly positive math program effect for two of three sites tested and an overall math coaching effect of 4.2 points. Analyses of covariance results confirmed the significance of this math effect. However, a verbal coaching effect was not found as comparison group students outperformed summer program students from pre- to posttest. The observed math coaching effect was attributed to the program and was of greater magnitude than previous SAT/PSAT coaching studies. Given the strict adherence to practice, drill, and feedback on past PSAT's or SAT's, moderate program length, and instructors who are knowledgeable of SAT-type tests, coaching programs can be very effective in maximizing student scores. However, the emphasis on such testwiseness strategies may not improve the criterion performance of coached students and may also divert test focus away from the development of cognitive skills. (Author/JAZ)

ED 281 892 TM 870 314

Banta, Trudy W.; And Others
Estimated Student Score Gain on the ACT COMP Exam: Valid Tool for Institutional Assessment?
PUB DATE- 24 Apr 87
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Analysis of Variance; College Students; Correlation; Error of Measurement; *Higher Education; *Institutional Evaluation; Measurement Techniques; Multiple Choice Tests; Outcomes of Education; Regression (Statistics); Reliability; *Validity
IDENTIFIERS- American College Testing Program; Chi Square Analysis; *College Outcome Measures Project; Concordance (Data); University of Tennessee Knoxville; *Value Added
The higher education community needs measures of the value added to student development by the college experience. The American College Testing Program (ACT) provides a quick, easy method for estimating the extent of student growth in general education. An institution can test seniors with the ACT College Outcome Measures Project (COMP) exam, then subtract from the senior score an estimated freshman score obtained from a "concordance table" that is based on the known relationship (r = .70) between freshman ACT Assessment Composite score and freshman COMP total score. Studies using scores for 4,200 seniors and 2,100 freshmen tested during a two-year period at the University of Tennessee, Knoxville (UTK) indicate that this method is not sufficiently reliable or valid to serve as the basis for making precise judgments about the relative quality of general education programs at various institutions, as at least one state coordinating agency for higher education has attempted to do. These studies show that estimates of student score gain on the COMP exam may be derived from systematically biased samples if not all students have ACT Assessment scores, and can be in error by as much as 60 percent. Moreover, estimated score gain bears a negative relationship to a number of institutional variables generally associated with good practice in higher education. Appendices contain contingent proportions for students with and without ACT scores on selected variables (1984-85 and 1985-86 UTK senior samples) and mean gain scores for selected variables (same periods and same sample). (Author/JAZ)

ED 281 905 UD 025 443

Grace, Judy Diane; Fife, Jonathan D.
Emerging Trends in Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Accountability; *College Instruction; *College Planning; College Preparation; Educational Improvement; Educational Trends; *Enrollment Trends; Equal Education; *Faculty College Relationship; Faculty Evaluation; *Higher Education; *Nontraditional Students
IDENTIFIERS- Educational Issues; Excellence in Education
This report summarizes current literature on trends that dramatically affect collegiate institutions. The following demographic changes are discussed: (1) increase in female enrollment; (2) decrease in enrollment of 18-year-olds; (3) increase in median age of students; (4) decline in enrollment and continuation of blacks; (5) increase in enrollment of Asians; (6) increase in Hispanic enrollment; (7) increase in enrollment of non-U.S. citizens; (8) greater enrollment of lower socioeconomic status students in lower quality institutions; (9) decline in quality of new student academic preparation; and (10) importance to students of future labor demand and salary upon graduation when choosing college majors. Increased demand for accountability from the state and federal government and decreased fiscal resources have also initiated an examination of traditional means and measures of efficiency and effectiveness. Meeting these needs for a new type of student body with new demands in the face of new technology has required leaders of institutions to reassess mission and role as well as instructional and learning environments. Attention has been focused on issues of faculty development, part-time faculty, faculty evaluation and freedoms, and faculty role in governance. The report includes a four-page list of references. (PS)

ED 281 865 TM 870 249

Boldt, Robert F.
Generalization of GRE General Test Validity across Departments.
Educational Testing Service, Princeton, N.J.
SPONS AGENCY- Graduate Record Examinations Board, Princeton, N.J.
REPORT NO.- ETS-RR-86-46; GREB-82-13P
PUB DATE- Dec 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Departments; Grade Point Average; *Graduate Study; Higher Education; Hypothesis Testing; *Predictive Validity; Sample Size; *Test Theory; *Test Validity
IDENTIFIERS- *Graduate Record Examinations; GRE Validity Study Service; Range Restriction; *Validity Generalization

This study of the validity of the Graduate Record Examinations (GRE) General Test used data from predictive validity studies that were conducted by the GRE Validity Study Service (VSS) in 79 graduate departments. The performance criterion was first-year grades in graduate school. Observed validities were computed, and for each graduate department validities were also estimated for groups at two other stages of selection--applicants for admission to the department, and all GRE takers. Two hypotheses were tested: (1) General Test's validities were equal across studies; and (2) General Test's validities had equal ratios across studies, i.e., the level of validities might vary from institution to institution, but the ratios would be constant. These hypotheses were applied for VSS groups, applicant groups, and all GRE takers, and implied validities were calculated. When the implied validities were compared to the observed validities, it was found that the assumption of equal validity did not account well for differences in the level of observed validity of the GRE General Test. The equal ratio hypothesis accounted for the observed validities rather well, but departmental discipline was not significantly related to the degree of fit of observed to implied validities. At all levels of selection, the study yielded applicant validities that were predominantly positive. This lends support to the presumption that the General Test's validity is transportable, i.e., institutions that do not use the General Test can, if they adopt it, expect it to prove valid. Appendices include: (1) use of test theory to present the effects of self selection; (2) use of a supplementary variable when data are missing for an explicit selector; (3) generalizing the assumption that the validities are proportional across institutions; and (4) calculating validities in the restricted group. (Author/JAZ)

ED 281 893 TM 870 320

Bostic, Jeff Q.; And Others
A Method for Early Identification of Students Likely to Fail a Minimum Competency Exit Level Test; Early Prediction of Scores on the Texas Educational Assessment of Minimum Skills (TEAMS).
PUB DATE- Feb 87
NOTE- 34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Houston, TX, February 14-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; Graduation Requirements; *High Risk Students; *Language Tests; *Mathematics Tests; Minimum Competencies; *Minimum Competency Testing; Predictive Measurement; *Predictor Variables; Regression (Statistics); Remedial Programs; School Districts; Scores; Standardized Tests; State Programs
IDENTIFIERS- *Exit Examinations; Lubbock Independent School District TX; *Texas Educational Assessment of Minimum Skills
The public schools reform movement has led to a proliferation of minimum competency testing programs by states. At the 11th/12th grade level, the Texas Educational Assessment of Minimum Skills (TEAMS), mandated by Texas House Bill 72, is an exit exam, divided into two sections which measure minimum competencies in math and language skills. Students failing to demonstrate mastery are required to retake and master that portion(s) of the exam to graduate from a Texas-accredited high school. Thus, methods of early identification of students at risk to fail the TEAMS exit test should be useful to school personnel. This study, conducted for the Lubbock Independent School District, isolated six variables which, in various combinations, predicted students' TEAMS scores at approximately 80 percent accuracy. TEAMS language and math scores were predicted using six different combinations of scores on the 6th-grade California Achievement Test Total Reading, 8th-grade Short Form Test of Academic Aptitude Language IQ, 8th-grade Short Form Test of Academic Aptitude Non-language IQ Scores, 9th-grade Texas Assessment of Basic Skills Total Writing, 9th-grade Texas Assessment of Basic Skills Math Scores, and 10th-grade math course grade point averages. As some of these variables may be collected and TEAMS scores predicted up to two years before students first take the TEAMS exit test, a variety of remediation options are available to school districts. The TEAMS study variable list is appended. (Author/JAZ)

UD

ED 281 906 UD 025 444

Ely, Donald P.
Education and Information Technology: What Are the Questions?
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 15p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Curriculum Development; Educational Improvement; Educational Innovation; *Educational Technology; Educational Trends; *Individualized Instruction; *Information Technology; Nontraditional Education; Problem Solving; Research and Development
IDENTIFIERS- Computer Assisted Problem Solving; Educational Issues; Excellence in Education; Software Evaluation
Instructional technology is defined as a systematic way of designing, carrying out, and evaluating the total process of learning and teaching in terms of specific objectives, based on research in human learning and communication and employing a combination of human and nonhuman resources to bring about more effective instruction. The main question regarding technology, therefore, is how it can be used to improve education by helping each individual to become increasingly responsible for his/her own learning. This report analyzes the following issues regarding the role and use of technology in education: (1) reluctance to use technology as an integral part of the teaching and learning process, in spite of societal acceptance of technology; (2) technology's ability to create excellence as well as mediocrity; (3) education/information technology as a likely vehicle for teaching problem-solving; and (4) the quality of instructional software. Technology should not determine educational goals but it can be used to achieve them if educators and policymakers know what the goals are, who the learners are, and how success can be measured. A list of references is included. (PS)

ED 281 879 TM 870 284

Masters, James R.
1985-86 Thinking Skills Testing in Pennsylvania's Student Assessment Program.
PUB DATE- Jun 86
NOTE- 24p.; Paper presented at the Annual Assessment Conference of the Education Commission of the States/Colorado Department of Education (Boulder, CO, June 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; Age Differences; Cognitive Ability; *Cognitive Processes; *Cognitive Tests; *Decision Making Skills; *Educational Assessment; Elementary Secondary Education; Inferences; *Logical Thinking; Multiple Choice Tests; *Problem Solving; State Programs; Test Construction; Testing Programs; Test Items
IDENTIFIERS- Higher Order Skills; Pennsylvania Department of Education; *Pennsylvania Educational Quality Assessment
In 1985, for the first time, Pennsylvania's student assessment program included measures of a higher order thinking skills goal termed Analytical Thinking. These tests utilize a decision-making model to assess such skills as drawing inferences, identifying appropriate information to gather before making a decision, analogical reasoning, identifying valid arguments against a conclusion, deductive reasoning and drawing overall conclusions. These skills were assessed at grades 5, 8, and 11 in 1985 and at grades 4, 6, 7, 9, and 11 in 1986. In these testings the instruments were found to evidence internal consistency reliabilities ranging from .79 at grade 4 to .86 at grade 11. The results provided evidence of student growth in thinking skills, since higher percentages of older students than younger students were able to answer the same items correctly. These results were consistent across all age levels and skill areas. (Author)

ED 281 851 TM 870 220

Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) and Prevention Programs (P2). Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Mar 87
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Attitude Measures; *Compensatory Education; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; High Risk Students; Mathematics Achievement; *Needs Assessment; Prevention; *Program Evaluation; Questionnaires; Rating Scales; Reading Achievement; School Surveys; *Teacher Attitudes
IDENTIFIERS- California Achievement Tests; Education Consolidation Improvement Act Chapter 1; Saginaw City School System MI

This process evaluation focused on the compensatory education delivery system in reading and mathematics in the Saginaw (Michigan) School District, which consists of three programs: (1) an elementary academic achievement program that involved 2,105 students, who were taken out of regular classrooms; (2) a secondary academic achievement program that involved 379 students in self-contained classrooms; and (3) an elementary preventive program that involved 200 students in classrooms with student/teacher ratios of approximately 13 to 1. Program participants were screened with the California Achievement Tests. A 65-item needs assessment questionnaire was administered to teachers and administrators in each of the programs. The items, representing 13 categories of functions, were rated on the degree to which they should exist, as well as the degree to which they actually existed. Results were used to generate a priority needs index for each of the items and were also intended to be used in program planning. Functions which consistently received high priority rankings included professional development; parent and community involvement; program goals and objectives; recognition and reward of excellence; coordination with other school programs; program goals and objectives; instructional materials, methods, and approaches; leadership; and expectations of students. The questionnaires and results are appended. (GDC)

ED 281 852 TM 870 223

Heausler, Nancy L.
A Primer on MANOVA Omnibus and Post Hoc Tests.
PUB DATE- 30 Jan 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Discriminant Analysis; Factor Analysis; *Hypothesis Testing; *Multivariate Analysis; *Statistical Significance; Statistical Studies
IDENTIFIERS- Omnibus Test; Post Hoc Methods
Each of the four classic multivariate analysis of variance (MANOVA) tests of statistical significance may lead a researcher to different decisions as to whether a null hypothesis should be rejected: (1) Wilks' lambda; (2) Lawley-Hotelling trace criterion; (3) Roy's greatest characteristic root criterion; and (4) Pillai's trace criterion. These four omnibus test statistics are discussed and their optimal uses illustrated using hypothetical data sets. Discriminant analysis as a post hoc method to MANOVA is illustrated in detail. Once a significant MANOVA has been found, the next step is to interpret the non-chance association between dependent and independent variables. (Author/GDC)

ED 281 866 TM 870 252

Kirby, Peggy C.
Confirmatory Factor Extraction Versus Confirmatory Factor Rotation.
PUB DATE- 30 Jan 87
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 30, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Error of Measurement; *Factor Analysis; *Factor Structure; Goodness of Fit; *Hypothesis Testing; Mathematical Models; Matrices; *Maximum Likelihood Statistics; Statistical Studies
IDENTIFIERS- Chi Square; *Confirmatory Factor Analysis; *Exploratory Factor Analysis; LISREL Computer Program; Residuals (Statistics)
Confirmatory factor analysis is a true statistical technique in the sense that it can test hypothesized relationships among variables. Unlike exploratory factor analysis, confirmatory factor analysis can be used to disconfirm or support a priori expectations about the target population based on sample data. Confirmatory factor analysis can be combined with exploratory techniques in theory building. Such is the case in confirmatory factor extraction with subsequent relaxation of parameter constraints in stepwise fashion to determine the best model. Initial exploratory factor extraction can also be followed by confirmatory factor rotation. Confirmatory factor extraction differs from confirmatory factor rotation with respect to the nature of the hypothesized relationships and the point at which the hypotheses are tested. Results of both confirmatory factor extraction and confirmatory factor rotation must be interpreted with caution. Assumptions of the techniques should not be violated, and magnitude of residuals should be examined as an estimate of the extent to which the model is capitalizing on error variance. A hypothetical data set (scores of 50 subjects on nine variables) is used to empirically demonstrate these methods. (JAZ)

ED 281 880 TM 870 287

Rogers, Julia S.; Turner, Gloria A.
Judging Judicial Education: A Qualitative Approach to the Development of an Evaluation and Needs Assessment Questionnaire.
PUB DATE- 21 Nov 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Continuing Education Centers; *Court Judges; Evaluation Methods; Higher Education; Interviews; *Needs Assessment; Observation; Professional Continuing Education; *Program Evaluation; Qualitative Research; *Questionnaires; *State Courts
IDENTIFIERS- Alabama; Grounded Theory
This study, undertaken in the summer of 1986, was to develop a comprehensive evaluation and needs assessment for the Alabama Judicial College. Qualitative research techniques (participant observation and in-depth interviewing) were applied to collect the necessary data. Judicial employees were observed in courtroom, office, training and social settings. Judges, secretaries to the judges, court clerks, court reporters, and bailiffs were interviewed. Based on the data collected, a "grounded" evaluation and needs questionnaire was developed. In the process of the study, there was a shift in emphasis from evaluation of past and present programs to perceived future needs. Participants expressed a desire for further education, employee orientations, better relations and coordination with the National Judicial College, and a better way of putting judges into office. The study concluded that the use of qualitiative methods to develop the "grounded" questionnaire was very thorough but time consuming and problematic. A taxonomic diagram of categories of questions with their code abbreviations and a diagram showing the Alabama Judicial System are included. The underlying evaluation questions and sample questions and comments from which they were derived are appended. (JAZ)

ED 281 894 UD 025 104

Analysis and Summary of High School Dropouts, 1984-1985.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Apr 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; *Enrollment Trends; Graduation; High Schools; *School Holding Power
IDENTIFIERS- Detroit Public Schools MI

This document contains tables and graphs indicating the dropout and student retention rates in the Detroit (Michigan) Public Schools from December 1984 through November 1985. Shown are (1) analysis of educational status (dropout, graduate, transfer, and attendee rates) for the city's high school population; (2) comparative educational status analysis for 1983-84 and 1984-85; (3) distribution rate of high school population by status and by high school; (4) numbers and disposition of students whose whereabouts were tracked; (5) graduation, retention, and transfer rates by school of origin; (6) comparative dropout rates by school (1983-84 vs. 1984-85); (7) individual school dropout rates; and (8) individual school graduation rates. The 1984-85 study showed an annual dropout rate of 13.77 percent. Further, the ratio of dropouts to high school enrollment decreased from the previous year and the ratio of graduates to high school enrollment increased. (GC)

ED 281 907 UD 025 445

Cohen, Arthur M.
Contemporary Issues in Community Colleges: A Synopsis.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; Accountability; *Admission Criteria; *Community Colleges; *Curriculum Development; Educational Improvement; Educational Trends; Faculty Evaluation; Faculty Recruitment; Financial Support; Postsecondary Education; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Community College Teachers; Educational Issues; Student Flow
This report presents background on community college development and discusses four areas of concern. The first area is maintaining access for all students. Trends are toward tightening criteria for attendance. Colleges in some states will be forced to make clearer distinctions among the student groups they serve and for whom they expect to receive public funds. Minimal criteria will be established and placement will be mandated. The second issue is effecting student flow. Colleges will probably become more vigorous in separating students, courses, and programs into more defensible categories for purposes of funding. Current classifications such as college credit, occupational, remedial, adult, and community services are inadequate. The third concern is preserving a comprehensive curriculum. College internal organization will move toward alignment on the basis of curricular content as modified by students' intent and goals. The fourth issue is maintaining an appropriate teaching staff. Faculty employment and evaluation criteria will remain essentially unchanged. The university graduate divisions and the occupational and business communities will continue as the primary source of new instructors. Pay scales will continue to reflect college credits earned and years of experience. Teaching will move slowly toward becoming a cooperative endeavor. A list of references is included. (PS)

ED 281 853 TM 870 229

Tracz, Susan M.; Gibson, Sherri
Effects of Efficacy on Academic Achievement.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina del Rey, CA, November 13-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Correlation; Elementary School Teachers; Grouping (Instructional Purposes); Intermediate Grades; *Rating Scales; Regression (Statistics); *Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; *Time Management; Time on Task
IDENTIFIERS- California Test of Basic Skills; *Self Efficacy; *Teacher Efficacy Scale
Teacher efficacy is a critical variable in teacher and school effectiveness. The Teacher Efficacy Scale was used to assess teacher efficacy and investigate its relationship to teacher use of time, student time on task, and student achievement. Classroom observations were gathered from 14 teachers, grades 4-6, at two schools. Teacher allocation of time, student engagement, and student achievement were measured. Means and standard deviations and correlations among variables for teacher efficacy, teacher academic focus, student engagement rates and achievement were derived. Personal teaching efficacy (level of confidence in personal teaching abilities) correlated positively with reading achievement and whole class instruction and negatively with small group instruction. Teaching efficacy (general expectation of student success) correlated significantly with language and mathematics achievement. This study supports the contention that a teacher's sense of efficacy is significantly related to classroom grouping of students and to student achievement outcomes. (BAE)

ED 281 867 TM 870 254

Teacher Evaluation and Assessment Center. Report for 1985-1986.
University of South Florida, Tampa.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 86
NOTE- 103p.; Some tables in appendices contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Certification; Classroom Observation Techniques; Elementary Secondary Education; *Evaluators; Film Libraries; Higher Education; Item Banks; *Master Teachers; Measurement Techniques; Scores; Scoring; State Programs; Summative Evaluation; Teacher Centers; Teacher Effectiveness; *Teacher Evaluation; *Testing Programs
IDENTIFIERS- *Florida Performance Measurement System; *Teacher Evaluation and Assessment Center

The Teacher Evaluation and Assessment Center (TEAC) was established by the Department of Education at the University of South Florida in 1984 to serve the state in the certification of trainers and observers of the Florida Performance Measurement System (FPMS) and to score and report performance evaluations for special programs. This report describes 1985-1986 TEAC activities in three areas: (1) scoring and reporting results of examinations and observations for the approval of FPMS trainers and observers; (2) scoring and reporting Master Teacher Program observations; and (3) scoring observations and building data tapes for the Beginning Teacher Program. Recommendations to improve the instrumentation, testing and scoring procedures, and data collection and dissemination are presented. The TEAC provided for the production, maintenance, and security of a large library of over 500 criterion videotapes and an automated bank of examination questions. A total of 4,900 observers/trainers completed the approval process for the FPMS summative instruments and 859 completed the approval process for the Student Services instrument. A total of 5,515 candidates were assessed for the Master Teacher Program. Over 6,700 screening observations were collected from 47 school districts for use in the Beginning Teacher Program study. Appendices include: (1) a list of FPMS criterion videotapes; (2) assessment material ordered by county, type, and month for 1985-86; (3) examples of FPMS feedback to observer and trainer; (4) number of approved observers and student services observers by county and type of application; (5) procedures for Master Teacher Program; and (6) Master Teacher Program 1985-86 raw score distributions and percent of applicants in upper quarter of instrument distribution by district. (JAZ)

ED 281 881 TM 870 288

Lathrop, Richard G.
A Multidimensional Test of Self-Concept: Further Findings.
PUB DATE- Apr 87
NOTE- 16p.; Paper presented at the Annual Meeting of the Western Psychological Association (Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Analysis of Variance; Construct Validity; Factor Analysis; *Factor Structure; Goodness of Fit; Higher Education; *Multidimensional Scaling; *Rating Scales; Secondary Education; *Self Concept Measures; Test Norms; *Test Reliability; *Well Being
IDENTIFIERS- Counselor Rating Form; *Multidimensional Test of Self Concept

The Multidimensional Test of Self-Concept (MTS) is based on the assumption that an individual's perception of his/her well-being is related to the difference between the current state of that individual and the desired state. This difference between the two states may be directly measured, and a single self-concept score generated. The MTS provides a test which has direct clinical relevance (Sociability, Competence and Dependability) and which can be quickly administered (10-15 minutes) without special training. Previous work indicated the MTS had sufficient factorial validity, reliability and sensitivity to small differences to warrant further study. The second-year findings are based on a follow-up study using 329 residents of Chico, California, as subjects. Two separate analyses of variance were conducted, and tentative norms were estimated. Internal consistency, generalizability, and test-retest values were found to be within the high acceptable range. A confirmatory factor analysis was conducted, and one item was revised. These results indicate that various aspects of self-concept are not totally independent and that it is possible to talk about an overall high or low self-concept. The revised MTS instructions and scoring information are attached. (BAE)

ED 281 895 UD 025 139

Report on Pupils-at-Risk.
New York State Education Dept., Albany. Office of Elementary, Secondary, and Continuing Education.
PUB DATE- Sep 84
NOTE- 27p.; Some pages may not reproduce well due to light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Career Guidance; Counseling Services; *Dropout Prevention; Early Parenthood; Elementary Secondary Education; Guidance Programs; *High Risk Students; Parent Education; *Preschool Education; *Program Content; Pupil Personnel Services; School Health Services
IDENTIFIERS- *New York; Primary Mental Health Project

This report on at-risk students presents a general overview of the extent of the problem in the State of New York and current responses to it. Pupils-at-risk are defined as those whose school achievement and/or social behavior is negatively and seriously affected by educational, family, societal, or personal problems. These pupils are not necessarily those who have handicapping conditions, but those who require additional services in order to take full advantage of the available educational opportunities. The report is divided into the following four sections: (1) statistics on the size of the at-risk population; (2) statistics on student services staff available to identify and assist at-risk students; (3) brief descriptions of local programs or services in support of at-risk students; (4) summaries of State Education Department initiatives involving the Office of General Education. Local districts need, first, a commitment to serve all students, including those at risk, and, second, a plan to serve such pupils. The plan should provide for the early identification of at-risk students and prescribe the way to best offer assistance through school services and community services. The plan should also provide for courses in areas such as family living, or, in health education, should provide courses in substance abuse. (PS)

ED 281 908 UD 025 446

Katz, Lilian G.
Current Issues in Early Childhood Education.
ERIC Clearinghouse on Early Childhood Education, Champaign, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 13p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Development; Curriculum Evaluation; *Day Care; *Early Childhood Education; Educational Improvement; Educational Trends; Employed Parents; *Grade Repetition; *Kindergarten; Parent Education; Parent Participation; School Entrance Age; *School Readiness; *Young Children
IDENTIFIERS- Educational Issues; Excellence in Education; Full Day Programs; *Hothousing of Preschoolers; Screening Procedures

If present trends in family life and education continue into the next decade, most children under five will spend substantial proportions of their early years in various types of early childhood programs, most five- to six-year-olds will attend all-day kindergarten, and during their elementary school years they will spend much of their time before and after school in some kind of out-of-home setting. This report discusses some of the main issues involved in those trends. They are: (1) advantages and disadvantages of schooling for four-year-olds; (2) advantages and disadvantages of full-day kindergarten; (3) school entry age; (4) school readiness and screening: (5) alternative programs for those not ready: (6) retention in grade in the elementary years; (7) curriculum issues, especially curriculum "shove down" and comparative effects of different kinds of curriculum; and (8) parent involvement and parent education. A list of references is included. (PS)

ED 281 854 TM 870 232

Raymond, Mark R.
An Interactive Approach to Analyzing Incomplete Multivariate Data.
PUB DATE- Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; *Data; Higher Education; *Multivariate Analysis; Predictive Measurement; *Predictor Variables; *Regression (Statistics); Research Problems
IDENTIFIERS- Data Sets; *Missing Data
This paper examines some of the problems that arise when conducting multivariate analyses with incomplete data. The literature on the effectiveness of several missing data procedures (MDP) is summarized. The most widely used MDPs are: (1) listwise deletion; (2) pairwise deletion; (3) variable mean; (4) correlational methods. No MDP should be used without considering the characteristics of the data at hand, even though the literature may support one MDP. An application of these MDPs was demonstrated using college placement data taken from a published article on predicting success in foreign language training. The data included 12 variables (10 predictors and 2 criteria) for 279 college students. Descriptive statistics were produced by listwise and pairwise deletions, and missing predictor values were imputed. Missing data indicator variables were created to indicate the presence or absence of values on each of the original variables. The matrix of correlations between the indicator variables and the original variables appears in Table 3. The primary analysis involved the use of stepwise regression equations based on three alternative MDPs. The conclusion is made that regardless of the MDP selected, it is important to first determine the properties of the missing values, and second to decide which MDP is most appropriate. (BAE)

ED 281 868 TM 870 259

Brown, Janet R.
The Effects of the City University of New York Freshman Skills Assessment Program: One College's Experience.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Conference on Testing and Quality Assurance in Higher Education (Miami, FL, February 12-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *College Freshmen; Diagnostic Tests; Higher Education; *Minimum Competency Testing; *Testing Programs; Test Results; *Test Use
IDENTIFIERS- *City University of New York Queens College; Freshman Skills Assessment Program
Competency assessment is used for diagnostic purposes at the City University of New York (CUNY) Queens College. CUNY had decided that all students admitted after 1987 be tested. In addition, minimum competencies were required after the completion of 60 credits. Queens College chose to use the tests for entering freshmen for placement decisions, for evaluation of instructional effectiveness, and for satisfying the requirements of one of the basic mathematics courses. As a result of this decision, attention was focused on basic skills courses and workshops were instituted. Also, a system was developed to monitor student progress through the upper division competency test. The test battery includes a holistically scored writing sample, the Reading Comprehension Examination of the Descriptive Tests of Language Skills, the Mathematics Competency Examination, and the Queens College Math Placement Examination. Test scores are used to evaluate: (1) a student's competency in basic skills to assure appropriate course placement; and (2) the effectiveness of instruction (through their use as exit criteria in basic skills courses). The Testing Center was created to administer this program and to provide reports. As a result of this program,

both student achievement and communication with the college's feeder schools have improved. (GDC)

ED 281 882 TM 870 289

Miao, Chang Yu
A Bayes' Subjective Probability Approach to the Nedelsky Procedure.
PUB DATE- Apr 87
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Analysis of Variance; *Bayesian Statistics; *Cutting Scores; Higher Education; Item Analysis; Measurement Techniques; Minimum Competencies; *Multiple Choice Tests; Reliability; Response Style (Tests); *Test Theory
IDENTIFIERS- *Nedelsky Method; Standard Setting; *Subjective Probability
Nedelsky (1954) has suggested a procedure for determining the minimum passing score on a multiple-choice test. In this procedure expert judges estimate the probable score of a minimally competent examinee. The technique does not refer to the students' performance data. The purposes of this paper are: (1) to introduce a modification to the Nedelsky procedure that includes both absolute and relative standard setting procedures through the use of subjective probabilities; and (2) to compare these two procedures. The modified Nedelsky method (i.e., the Bayes Subjective Probability method) uses the students' response patterns on each test item and estimates the minimal item value by taking both the students' performance and the experts' judgments into consideration. The Nedelsky procedure has only discrete probabilities ranging from 0 to 1.0; however, the Bayes Subjective Probability procedure has a continuous distribution ranging from 0 to 1.0. Analysis of variance based reliabilities are both high (0.96 for Nedelsky and 0.94 for Bayes Subjective Probability method). For the Nedelsky method, a higher cutting score value emerges and a higher variability index is found. Data for this study were collected from 186 Indiana University students who took the Spanish version of the Foreign Language Placement Examination and from seven Spanish Department faculty members who judged the test items. Examples of comparative data for five test items are appended. (Author/JAZ)

ED 281 896 UD 025 296

Young, Rufus, Jr.
Project SHAL: An Analysis of Implementation in the St. Louis Public Schools--Findings from the Replication Implementation Field Test, June 1984.
Saint Louis Public Schools, Mo.
PUB DATE- 17 Apr 86
NOTE- 27p.; Paper presented at the American Educational Research Association Conference (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Educational Change; Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Program Effectiveness; Public Schools; *School Effectiveness; School Organization
IDENTIFIERS- Missouri (Saint Louis); Project SHAL
The Effective Schools Program in St. Louis, Missouri, public schools expanded the concept of effective schools developed in Project SHAL (1980-1984). The following five characteristics are considered effective school factors: (1) strong administrative leadership (2) high teacher expectations; (3) positive school climate; (4) total school instructional emphasis; and (5) ongoing student assessment. In the valuation of Project SHAL, each school competed only with itself to achieve progress in implementing the effective schools characteristics and with its own prior test results demonstrating pupil mastery of basic skills. Project SHAL had as a goal the development of a replication model. The replication model field test at Project SHAL schools indicated the following: (1) complex educational change takes time; (2) different school units adopt/adapt change at different rates and with different emphases; (3) school size affects rapidity of change and degree of implementation; (4) amount of effort in planning, preparation, and special training for personnel positively affect implementation; (5) support of central administration is a key element in implementation; (6) the initial effort probably benefits from the halo effect more than later efforts; and (7) in a process of mutual adaptation both school and innovation undergo some adjustments. The replication /implementation model provides a reasonable description of the change process involved in the implementation of effective schools factors in Project SHAL. A SHAL Implementation Assessment Guide is provided as an appendix; answers to the questions posed provide a comprehensive evaluation of the program. (LHW)

ED 281 909 UD 025 447

Benally, Elaine Roanhorse; And Others
Issues in American Indian Education, Mexican American Education, Migrant Education, Outdoor Education, Rural Education, and Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 21p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *American Indian Education; Child Rearing; Compensatory Education; Cultural Influences; Disabilities; Dropout Prevention; Educational Improvement; Educational Trends; Elementary Secondary Education; *Mexican American Education; *Migrant Education; Nontraditional Education; *Outdoor Education; Reservation American Indians; *Rural Education
IDENTIFIERS- Educational Issues
This report discusses the following current issues and trends in American Indian, Mexican American, migrant, outdoor, rural, and small school education: (1) motivating American Indian students to higher achievement in mathematics and science; (2) creating culturally relevant parent education/skills development programs and materials for American Indian students; (3) reversing an education condition among Hispanic Americans and American Indians that is characterized by below-grade-level enrollment, high dropout rates, high rates of illiteracy, low number of school years completed, and minimal enrollment in institutions of higher education; (4) meeting the health needs of migrant families and reducing the dropout rate of migrant secondary school students; (5) designing appropriate programs of outdoor education for handicapped students; and (6) increasing awareness, interest, and research in rural education. References are included. (PS)

ED 281 855 TM 870 233

Brooks, Margaret G.
Achievement Testing Program of the Atlanta Public Schools, 1986.
Report No. 4, Vol. 21, 2/87.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
PUB DATE- 9 Feb 87
NOTE- 147p.; For 1980, 1981, and 1983 data, see ED 236 178 and ED 221 591-592, respectively.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Elementary Secondary Education; *Local Norms; Mathematics Achievement; National Norms; *Norm Referenced Tests; Reading Achievement; School Districts; Scores; *Testing Programs; Test Results; Test Selection
IDENTIFIERS- *Atlanta Public Schools GA; California Achievement Tests; Iowa Tests of Basic Skills; Tests of Achievement and Proficiency

Results are presented for the 1985-86 administration of achievement tests in the Atlanta (Georgia) Public Schools. The following norm-referenced, standardized tests were administered: California Achievement Tests (CAT) in kindergarten; Iowa Tests of Basic Skills (ITBS) in grades 1 to 8; and Tests of Achievement and Proficiency (TAP) in grades 9 to 11. Results indicated that performance continued to be high from kindergarten through grade 2. The lowest performance was in grade 8, with performance rising from grades 9 to 11. Mathematics scores were higher than reading scores in grades 1 to 6, while reading scores were higher in grades 7 to 11. Overall, 36 percent of the Atlanta students in grades 1 through 11 scored at or above the national norm in reading, and 42 percent scored at or above the national norm in mathematics. It was recommended that further instructional emphasis be placed on language usage, reading comprehension, and mathematics problem-solving skills. (The bulk of this document consists of data tables presenting mean normal curve equivalent scores for each school, as well as percent scoring at or above the national norm.) (GDC)

ED 281 869 TM 870 264

Turnbull, William W.
Can "Value Added" Add Value to Education?
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the National Forum of the College Board (New York, NY, October 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; College Students; Data Collection; Evaluation Methods; Higher Education; *Institutional Evaluation; *Measurement Objectives; Outcomes of Education; *Student Development; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Value Added
The assessment of student progress ("value added") between entering and leaving a college or university is important in any evaluation of an institution's effectiveness. In assessing progress, five propositions are worth noting. First, the assessment should deal with several dimensions of student growth, not knowledge alone. Second, there is no single technique (e.g., use of standardized tests) that can measure with precision the students' growth on any dimension: multiple measures are needed. Third, simply subtracting an entrance score from an exit score within a single institution or program will not suffice: progress in one program needs to be compared with progress in others. Fourth, the assessment of student attainments should be based on faculty judgments. Those judgments can be expressed in a systematic way that will render them comparable over place and time, without losing their subtlety, through incorporating "benchmark performances" that are chosen by faculty in the grading of student work. Fifth, to be useful in improving education, the data about student progress must be collected for a purpose, accumulated periodically over time, and related to other information such as changes that have been made in the curriculum. Used in that way, "value added" information can serve as a powerful tool in institutional self-improvement. (Author/JAZ)

ED 281 883 TM 870 291

Seong, Tae-Je; Subkoviak, Michael J.
A Comparative Study of Recently Proposed Item Bias Detection Methods.
PUB DATE- Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Difficulty Level; Higher Education; *Item Analysis; Measurement Techniques; *Minority Groups; Multiple Choice Tests; Sample Size; *Test Bias; *Test Items; *Test Theory; Vocabulary Skills
IDENTIFIERS- A Priori Tests; *Chi Square Analysis; Item Discrimination (Tests); Point Biserial Correlation; *Three Parameter Model
The purpose of this research was to reinvestigate the accuracy of three item bias detection procedures: (1) Linn and Harnisch's pseudo-IRT(Z) method; (2) Camilli's chi-square technique; and (3) Angoff's revised transformed item difficulty method. These methods are applied when the minority group sample size is too small to obtain stable estimates of item parameters. This study analyzed the data which included ten black slang items imbedded within a standardized vocabulary test. In order to determine the best methodology, three statistics were calculated: a point biserial correlation between an a priori bias index and the detected bias index associated with each method, intercorrelations among the bias measures of three procedures, and the percentage of agreement between the a priori bias index and bias index based on each method. Results showed that (1) the chi-square technique is slightly more accurate than the pseudo-IRT(Z) method in detecting bias; (2) Angoff's revised transformed item difficulty (TID) method is considerably worse; and (3) the chi-square procedure is highly correlated with the pseudo-IRT(Z) method. Appendices include item bias indices for all items and all methods, item information for computing the item bias index of Angoff's revised TID method for white and black groups, estimates of item parameters based on the three-parameter logistic model for Linn-Harnisch's method, and principal component analysis of the test item. (Author/JAZ)

ED 281 897 UD 025 435

Flaxman, Erwin, Ed.
Trends and Issues in Education, 1986.
Council of ERIC Directors.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 319p.; For individual chapters, see UD 025 436-452.
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Development; *Educational Improvement; Educational Needs; Educational Planning; *Educational Trends; Instructional Effectiveness; *National Programs; Needs Assessment; Outcomes of Education; *Role of Education; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- *Educational Issues; ERIC Clearinghouses; *Excellence in Education; National Needs; National Planning

For a number of years, the 16 ERIC Clearinghouses have tracked educational issues and trends in their respective special areas of concern. This is the first unified collection of papers resulting from the tracking effort. Each paper contains an analysis of research, practice, and policy in the scope area covered by the authoring Clearinghouse. The chapters also recommend possible actions for achieving improvement and change. The preface by A. Harry Passow is entitled "Issues and Trends in Education: Some Observations and Reflections." The 16 chapters, written by Clearinghouse management staff, are as follows (in order by Clearinghouse prefix): (1) CE--"Some Current Issues in Adult, Career, and Vocational Education" by Juliet V. Miller and Susan Imel; (2) CG--"Current Issues and Trends in Guidance and Counseling" by Garry R. Walz; (3) CS--"Two Problems in the Teaching of English" by Charles Suhor; (4) EA--"Improving School Effectiveness through Reform of Teacher Selection Practices and Collegial Observation of Classroom Performance" by Thomas I. Ellis, Mary Cihak Jensen, Philip K. Piele, and Stuart C. Smith; (5) EC--"Current Issues and Future Directions in Special Education" by June B. Jordan and Donald K. Erickson; (6) FL--"Developments in Language Education" by John L.D. Clark; (7) HE--"Emerging Trends in Higher Education" by Judy Diane Grace and Jonathan D. Fife; (8) IR--"Education and Information Technology: What Are the Questions?" by Donald P. Ely; (9) JC--"Contemporary Issues in Community Colleges: A Synopsis" by Arthur M. Cohen; (10) PS--"Current Issues in Early Childhood Education" by Lilian G. Katz; (11) RC--"Issues in American Indian Education, Mexican American Education, Migrant Education, Outdoor Education, Rural Education, and Small Schools" by Elaine Roanhorse Benally, Jack T. Cole, and Manuela Quezada-Aragon; (12) SE--"Persistent Problems in Precollege Mathematics, Science and Environmental Education: Issues, Trends, and Recommendations" by Robert W. Howe, Patricia E. Blosser, Marilyn N. Suydam, Stanley L. Helgeson, and John F. Disinger; (13) SO--"Core Content, Critical Thinking, and Civil Values: Issues on Education in the Social Studies" by John J. Patrick; (14) SP--"Three Crucial Issues Concerning the Preparation of Teachers for Our Classrooms: Definition, Development, and Determination of Competence" by Elizabeth A. Ashburn; (15) TM--"Current Issues in Testing, Measurement, and Evaluation" by S. Donald Melville, Jacob G. Beard, C. Philip Kearney, Rodney Roth, and Jason Millman; (16) UD--"Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers" by Erwin Flaxman and Carolyn Riehl. (AA)

ED 281 910 UD 025 448

Howe, Robert W.; And Others
Persistent Problems in Precollege Mathematics, Science, and Environmental Education: Issues, Trends, and Recommendations.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 18p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Educational Improvement; Educational Trends; Elementary Secondary Education; *Environmental Education; *Instructional Effectiveness; Instructional Materials; *Mathematics Education; *Science Education; Teacher Recruitment; Time Factors (Learning)
IDENTIFIERS- Educational Issues; Excellence in Education
This report considers the following issues, trends, and recent activities in science, mathematics, and environmental education: (1) inadequate achievement in knowledge, concepts, skills, and processes pertaining to these subjects; (2) curricula which do not provide the content needed for current and future academic and personal needs, do not reflect existing knowledge of learning and instruction, are not considered relevant by many students, and do not encourage the use of instructional materials besides textbooks; (3) lack of time devoted to problem-solving in mathematics and science; (4) inadequate emphasis on environmental education in terms of curriculum development, materials, and time devoted to the topic; (5) recent research describing effective instructional techniques; and (6) recruitment and retention of qualified teachers. In addition, recommendations for needed action are provided, as is a list of references. (PS)

ED 281 856 TM 870 234

Camp, William G.; And Others
A Model for Evaluating the Sources of Professional Esteem for Vocational Teacher Education Programs.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Colleges; *Agricultural Education; College Faculty; *Evaluation Criteria; Evaluation Methods; Faculty Evaluation; Higher Education; *Institutional Evaluation; Models; Peer Evaluation; *School Surveys; Teacher Attitudes; *Teacher Education Programs; Vocational Education
IDENTIFIERS- Survey of Teacher Education Perceptions
A model for evaluating agricultural teacher education programs was developed and tested. The quality of the program was indicated by members of the profession, who were asked to list, in rank order, the top 10 college programs and to give reasons for their rankings. Program rankings were also compared with the faculty rank of the respondents, geographic region of the respondent, and region of the institution in which the respondent earned the doctorate. One hundred and sixty-two agricultural teacher educators were mailed the Survey of Teacher Education Perceptions, and 112 usable questionnaires were returned. The top 20 colleges were Ohio State University, Iowa State University, Virginia Tech, Texas A&M University, Pennsylvania State University, Mississippi State University, University of Minnesota, Cornell University, Oklahoma State University, University of Florida, University of Missouri, University of Illinois, University of Arizona, Louisiana State University, University of Nebraska, Purdue University, University of California-Davis, Michigan State University, California Polytechnic State University-San Luis Obispo, and Colorado State University. The reported ranking criteria included: faculty; research, publications, and scholarship; overall program; graduate program and graduates; and undergraduate program. Geographic factors suggested importance of a school's nationwide visibility. (GDC)

ED 281 857 TM 870 236

Hills, John R.; And Others
Equating Minimum Competency Tests: Comparison of Methods.
Florida State Univ., Tallahassee.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
REPORT NO.- FSU-2215-526-32
PUB DATE- 13 Feb 87
NOTE- 42p.
CONTRACT- 086-135
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Testing; *Cost Effectiveness; *Equated Scores; Feasibility Studies; High Schools; *Latent Trait Theory; Mathematical Models; *Minimum Competency Testing; State Programs; Test Theory
IDENTIFIERS- Florida; Florida State Student Assessment Test; Florida Statewide Assessment Program; *Linear Equating Method; *Rasch Model; Three Parameter Model

The 1986 scores from the Statewide Student Assessment Test-II, a minimum-competency test required for high school graduation in Florida, were placed on the scale of the 1984 scores from that test using five different equating procedures: (1) linear method; (2) Rasch model; (3) three-parameter item response theory (IRT)--concurrent method; (4) three-parameter IRT--fixed-parameter method; and (5) three-parameter IRT--formula method. The results were compared, as well as the computer costs. Also, the results from six different lengths of anchor items were compared. The different equating methods yielded very similar results. They would be essentially equally satisfactory in this situation in which the tests were made parallel in difficulty and content item by item, and the groups of examinees were population cohorts separated by only two years. Computer costs for the linear method were the least--one-tenth the costs of the most expensive, the concurrent IRT method. An anchor of 10 items provided equating as effective as 30 items using the concurrent IRT method. (Author/GDC)

ED 281 858 TM 870 237

Wijnstra, Johan M.; Eggen, Theo J. H. M.
Design of the Dutch National Assessment Program in Education.
PUB DATE- Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Educational Assessment; Elementary Education; *Elementary School Curriculum; Foreign Countries; Item Analysis; *Latent Trait Theory; *Mathematics Tests; National Programs; Questionnaires; Research Design; Sampling; Standardized Tests; *Test Construction; *Testing Programs; Test Items
IDENTIFIERS- Calibration; *Netherlands; Rasch Model; Second International Mathematics Study
The operational preparations for the Dutch national assessment program in education started in 1986. The program's aim is to periodically describe the contents of the curriculum in use and the attainment of 8-year-old and 11-year-old students on a national basis by means of surveys. In this paper some of the guiding principles in instrument construction, sampling, and data collection are described. The instruments are of two types: (1) questionnaires to make an inventory of the topics actually taught and the variation in the intensity of teaching; and (2) tests to measure the performance of 8-year-old and 11-year-old students in narrowly defined content domains. Data collection will start in 1987 in the field of mathematics. The design for this assessment is described in more detail with special attention to a problem in the application of item response theory in scale construction: the invariance of the location parameters in relation to the opportunity to learn the prerequisite concepts and skills. (Author/JAZ)

ED 281 859 TM 870 238

Linacre, John M.; Wright, Benjamin D.
Item Bias: Mantel-Haenszel and the Rasch Model. Memorandum No. 39.
Finnish Association of Mathematics and Science Education Research.
PUB DATE- Feb 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Estimation (Mathematics); *Item Analysis; Measurement Techniques; *Measures (Individuals); Predictive Measurement; *Test Bias; *Test Items; *Test Theory
IDENTIFIERS- *Mantel Haenszel Procedure; *Rasch Model
The Mantel-Haenszel (MH) procedure attempts to identify and quantify differential item performance (item bias). This paper summarizes the MH statistics, and identifies the parameters they estimate. An equivalent procedure based on the Rasch model is described. The theoretical properties of the two approaches are compared and shown to require the same assumptions. The MH procedure is shown to be statistically inferior to the Rasch procedure. (Author)

ED 281 860 TM 870 240

Byrnes, Deborah A.; Kiger, Gary
Assessing Racial Prejudice & Discrimination in Modern Society.
PUB DATE- Feb 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Blacks; Education Majors; Factor Structure; Higher Education; *Racial Attitudes; *Racial Bias; *Racial Relations; Rating Scales; Student Attitudes; *Test Construction; Test Reliability; Whites
IDENTIFIERS- Social Distance Scale (Bogardus); *Social Scale; *Social Scenarios Scale; Social Situations Scale
Two scales were developed to measure racial attitudes in contemporary society: the Social Scale and the Social Scenarios Scale. New scales were needed because the items in older tests are outdated, and because in modern society negative attitudes are often masked by rationalizations that purportedly do not have to do with racial prejudice. The new scales were substantially revised from two earlier racial attitude scales: the Social Distance Scale and the Social Situations Scale. Factor analyses revealed two factors for the Social Scale: non-intimate social relations and more intimate partnerships or social relations. Test reliability was .89 and .71. The Social Scenarios Scale, containing 12 situational items, yielded three factors: pejorative remarks, intimacy, and job or housing injustice. Test reliability ranged from .54 to .75. The subjects in this study were 190 white university teacher education students. Results indicated that prejudicial attitudes expressed by white respondents toward blacks increased as contact between whites and blacks became more intimate. The two measures are appended. (GDC)

ED 281 861 TM 870 242

Annis, Linda F.; Annis, David B.
Does Practice Make Perfect? The Effects of Repetition on Student Learning.
PUB DATE- Apr 87
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Learning Strategies; *Learning Theories; Multivariate Analysis; *Reading Ability; *Reading Comprehension; *Recall (Psychology)
IDENTIFIERS- Blooms Taxonomy; Nelson Denny Reading Tests; *Repetition Effects
Past research shows that repetition results in increased learning. However, it is not clear whether repetition adds more information to memory (quantitative hypothesis), or allows the learner to use a more sophisticated method of encoding (qualitative hypothesis). This study investigates the process and effectiveness of repetition as a study technique. The relationship between college student reading comprehension ability and amount of repetitive reading is studied using Bloom's six levels of cognitive learning. College students in an educational psychology course (n=103) classified as high or low ability readers were randomly assigned to read an article one, two or three times. A test, with questions at different levels of Bloom's cognitive domain, was administered one week later. Results show that repetition increased recall performance. The quantitative hypothesis was supported because there were no significant differential effects of repetition at various levels of learning. Learning improved with increased repetition at all levels of the Bloom cognitive domain. There was a statistically significant increase in learning with increased repetitions at Knowledge-Analysis levels. (JAZ)

ED 281 870 TM 870 267

Moseley, James L.
Criteria for Evaluating Instructional Products.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Instructional Material Evaluation; *Rating Scales; Summative Evaluation; Textbook Evaluation

This five-page checklist presents a rating scale approach to evaluating instructional products and educational media. Each item may be checked yes, no, uncertain, or not applicable. Fifteen categories of evaluation criteria are included: (1) purpose; (2) objectives; (3) front end analysis; (4) prerequisite skills and knowledge requirements; (5) content; (6) audience; (7) strategies and materials; (8) technical aspects; (9) student evaluation; (10) overall design; (11) field testing; (12) attractiveness and ease of use; (13) classroom management; (14) authorship; and (15) costs. (GDC)

ED 281 884 TM 870 293

Wood, Lewis J.; Gillis, Rod
Measurement Services Association Questionnaire Results.
PUB DATE- 23 Apr 87
NOTE- 33p.; Paper presented at the Annual Meeting of National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Testing; *Computers; *Computer Software; Item Banks; Microcomputers; Minicomputers; National Surveys; Occupational Tests; Optical Scanners; Psychological Testing; *Questionnaires; Student Placement
IDENTIFIERS- Mail Surveys; Mainframe Computers; Measurement Services Association; *Testing Centers
This paper presents the results of a questionnaire sent to 211 Measurement Services Association members. Sixty-four centers responded. The main purpose of the questionnaire was to find out what hardware and software are used by testing centers throughout the country. Results indicate that 52 institutions use mainframe computers, 50 use microcomputers, and 14 use minicomputers. Fifty-nine use optical scanners. In regard to software, 55 use classroom test scoring programs, 21 use psychological/vocational interest programs, 37 use placement testing programs, 23 use item banking programs, and 28 use programs performing gradebook function. Almost every respondent uses word processing and spreadsheet programs. A list of all respondents and a copy of the questionnaire are appended. (JAZ)

ED 281 871 TM 870 268

Mandinach, Ellen B.
Computer Learning Environments and the Study of Individual Differences in Self-Regulation.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; Aptitude Treatment Interaction; *Cognitive Style; *Computer Assisted Instruction; Feedback; Individual Differences; *Learning Processes; *Learning Strategies; *Metacognition; Problem Solving; Secondary Education
IDENTIFIERS- *Self Regulation; Systems Thinking and Curriculum Innovation; Wumpus

Computers provide particularly powerful environments in which to examine individual differences in cognitive processing and learning outcomes. The computer's capacity to collect and record response protocols facilitates detailed process analysis. Such analyses contribute to increased understanding of how individuals differ in their ability to profit from instruction and learn most efficiently. The cognitive engagement processes students use are critical in the computer environment as well as in a variety of other learning environments. The cognitive engagement processes used by more or less successful learners in one computer environment were investigated in a group of 48 California junior high school students using a computer problem-solving game called Wumpus. Results indicated that protocols of more and less successful students were distinguishable by the spontaneous use of self-regulated learning processes. Successful students were able to shift levels of cognitive engagement in response to computer stimuli and feedback. Implications for the measurement of self-regulatory processes in computer learning environments were discussed. Two other research projects, the Systems Thinking and Curriculum Innovation (STACI) project and the Structural Thinking Experimental Learning Laboratory with Animation (STELLA), are also described. (Author/GDC)

ED 281 885 TM 870 294

Eastmond, J. Nicholls, Jr.; And Others
Limiting the Scope of Needs Assessment Studies or (How We Learned to Set Limits--And Feel No Guilt).
PUB DATE- 30 Oct 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; *Data Collection; Management Information Systems; Matrices; Measurement Objectives; *Needs Assessment; Organizational Objectives; Political Issues; Program Development; *Research Design; Researchers; *Research Methodology
Needs assessment is an activity undertaken for planning purposes. It is important to define the limits of the study and design it on a scale appropriate to the entire planning process. This paper suggests that a needs assessment be structured into two phases. In the pre-assessment phase, a conceptual framework and well-defined exploratory activities delineate the focus and scope of the assessment. The second phase is the formal assessment, in which the data-gathering tasks are limited to areas of concern highlighted by the pre-assessment. The pre-assessment phase is typically conducted by the needs assessor and small numbers of key informants. The formal assessment phase extends to a sampling of the larger population of clients, namely service receivers, service providers, and stakeholders. Three strategies for dealing with problems of scope are described: identifying critical issues, defining limits through analyses of existing data, and conceptualizing the problem using a "matrix assessment." The strategies can be used separately or in combination. Examples from educational and other settings are used to show the application of the strategies in different content areas. (Author/JAZ)

ED 281 898 UD 025 436

Passow, A. Harry
Issues and Trends in Education: Some Observations and Reflections. Preface.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 32p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Curriculum Evaluation; Educational Assessment; Educational Development; *Educational Improvement; Educational Needs; Educational Planning; *Educational Trends; Equal Education; Instructional Effectiveness; *National Programs; Needs Assessment; Outcomes of Education; *Role of Education; School Effectiveness; *Social Change; Social Problems; Teacher Effectiveness; Youth Problems
IDENTIFIERS- *Educational Issues; *Excellence in Education; National Needs; National Planning
The 1983 publication of "A Nation at Risk" began a new reevaluation of American schooling. The issues raised in that and several more recent reports are summarized and discussed in this preface to the ERIC volume, "Trends and Issues in Education, 1986." This paper offers observations and reflections on the issues presented in that volume and maintains that questions of educational reform must be considered in the context of a society which has undergone and continues to undergo drastic changes affecting schools and the schooling process. Recent changes and their significance are considered in the following areas: (1) equity and excellence; (2) early childhood and elementary education; (3) curriculum and subjects taught; (4) English; (5) sciences; (6) foreign languages; (7) vocational and career education; (8) adult literacy; (9) teachers and teaching; (10) special education; (11) gifted students; (12) urban and minority education; (13) education and information technology; (14) testing, measurement and evaluation; (15) guidance and counseling; (16) higher education; and (17) non-school education agencies. Educators must also ask whether America's schools produce persons who can fulfill their own potential, and, if not, what must be done to ensure that they do in the years ahead. (PS)

ED 281 911 UD 025 449

Patrick, John J.
Core Content, Critical Thinking, and Civic Values: Issues on Education in the Social Studies.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 18p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Citizenship Education; Concept Teaching; *Core Curriculum; Course Content; *Critical Thinking; Curriculum Development; Educational Improvement; Educational Trends; *History Instruction; Instructional Effectiveness; Secondary Education; *Social Studies; *Social Values
IDENTIFIERS- Educational Issues; Excellence in Education
This report discusses what should be taught in history and social sciences courses, and how the material should be taught. Differing views of educational leaders as well as results of recent research and studies are summarized. The following propositions are offered as stimulators of inquiry and as tentative guides to practice: (1) the greatest increase in knowledge will most likely come from strong and extensive emphasis on core content, based on conceptual frameworks of academic disciplines in history and the social sciences; (2) effective learning of critical thinking involves practice of skills in terms of a cognitive strategy and in concert with core content; (3) core civic values should be taught in connection with knowledge and critical thinking processes; (4) essential elements of the curriculum should be structured logically and related within and between subjects and from one level to the next, with gradual increases in complexity and standards of

achievement; (5) direct instruction can be used to develop students' knowledge; (6) indirect teaching procedures such as discussion of issues in an open and supportive classroom environment are also important; (7) direct and indirect teaching methods can be effectively combined; and (8) core curriculum requirements should be developed. References are included. (PS)

ED 281 872 TM 870 269

DeAyala, R. J.; Koch, William R.
Computerized Adaptive Testing: A Comparison of the Nominal Response Model and the Three Parameter Logistic Model.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Comparative Testing; *Computer Assisted Testing; *Computer Simulation; Estimation (Mathematics); *Latent Trait Theory; Mathematical Models; Mathematics Tests; Predictive Measurement; Test Items
IDENTIFIERS- *Nominal Response Model; Three Parameter Model
A nominal response model-based computerized adaptive testing procedure (nominal CAT) was implemented using simulated data. Ability estimates from the nominal CAT were compared to those from a CAT based upon the three-parameter logistic model (3PL CAT). Furthermore, estimates from both CAT procedures were compared with the known true abilities used to generate the simulated data. Results showed that the nominal CAT's ability estimates were highly correlated with those of the 3PL CAT as well as with the true abilities. Furthermore, the nominal CAT had a significantly higher association with negative true thetas than did the 3PL CAT, and it also had significantly lower standard errors of estimate than did the 3PL CAT. However, the nominal model-based CAT had difficulty estimating positive thetas and had a poor convergence rate. In contrast, the 3PL CAT had a high convergence rate and its performance was not affected by whether the true abilities were positive or negative. Potential reasons for the nominal CAT's high nonconvergence rate as well as implications for computerized adaptive testing were discussed. (Author)

ED 281 886 TM 870 300

Connecticut Education Evaluation and Remedial Assistance: Grade 4 Mastery Test Results. Summary and Interpretations: 1985-86.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 86
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; Achievement Tests; Behavioral Objectives; *Grade 4; Language Arts; *Mastery Tests; Mathematics; Remedial Programs; School Districts; *Scores; Scoring; *State Programs; *Test Construction; *Testing Programs; Writing Evaluation
IDENTIFIERS- *Connecticut; Degrees of Reading Power

The Connecticut Mastery Test was designed to assess specific skill levels of students by measuring performance on various learning objectives that students can be expected to master. The grade 4 Connecticut Mastery Test, given for the first time in the fall of 1985, provides information which can be used to improve instruction and the basic skills in mathematics and language arts. This report covers: (1) the legislative background; (2) the mastery test development process, including test construction, pilot tests, surveys and mastery test content; (3) setting mastery standards by objective, including remedial (grant) standards; (4) test administration and scoring, including testing guidelines, scoring of the language arts and mathematics test, scoring of the writing sample, analytic scoring, and scoring of the Degrees of Reading Power (DRP) test; (5) reporting of the school district test results; and (6) Fall 1985 statewide mastery test results for mathematics and language arts, with test results by district and participation rate results. Supporting data and information are included in charts and appendices. (BAE)

ED 281 899 UD 025 437

Miller, Juliet V.; Imel, Susan
Some Current Issues in Adult, Career, and Vocational Education.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Adult Education; *Adult Literacy; *Articulation (Education); *Career Education; Curriculum Development; *Dropout Prevention; Educational Improvement; Educational Trends; Education Work Relationship; Nontraditional Education; Postsecondary Education; Remedial Reading; Secondary Education; Technological Advancement; *Vocational Education
IDENTIFIERS- Educational Issues; Excellence in Education
Four representative issues affecting the fields of adult, career, and vocational education are examined. These issues revolve around the following questions: (1) What career-related curriculum should be incorporated into the new basics? (2) What contributions can vocational and career education make to reducing the dropout rate? (3) How can articulated secondary-postsecondary programs support high-quality occupational training? and (4) How can literacy programs increase the literacy rate among adult Americans? Effective and innovative programs that are currently addressing those questions are discussed. These issues are representative of various educational levels and grow out of the following three major trends: (1) a changing workplace and its effects on occupational and educational requirement; (2) the growing concern for reaching disconnected youth and adults; and (3) the current emphasis on educational excellence. This report attempts to clarify the context surrounding each of the four issues, to describe emerging and promising educational approaches, and to suggest future directions needed to strengthen research, development, dissemination, and implementation. References are included. (PS)

ED 281 912 UD 025 450

Ashburn, Elizabeth A.
Three Crucial Issues Concerning the Preparation of Teachers for Our Classrooms: Definition, Development, and Determination of Competence.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 20p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Educational Improvement; Educational Trends; Elementary Secondary Education; Higher Education; Licensing Examinations (Professions); Microteaching; Preservice Teacher Education; Quality Control; Student Teaching; Teacher Characteristics; *Teacher Education; Teacher Education Curriculum; *Teacher Effectiveness; Teacher Evaluation; Teacher Placement; Teacher Qualifications
IDENTIFIERS- Educational Issues; Excellence in Education; *Teacher Competencies; *Teacher Competency Testing
In order to improve teacher education and the quality of teaching in classrooms, it is necessary to know what characterizes a competent teacher, what the best curriculum is for developing competent beginning teachers, and how teacher competence can be measured. This report summarizes research on those topics and suggests the following: (1) Because competence depends on so many factors, developing and determining teacher competence is a complex matter. (2) The teacher training curriculum should be structured so that teacher candidates develop their own frameworks for decision

making based on, among other things, research knowledge, subject matter knowledge, practical knowledge, ethics, conceptions of teaching, and the information they have about the particular teaching context and the particular children. (3) Standardized tests of teachers' knowledge, pupil achievement scores and teacher evaluations have not proved effective means of measuring competence. The report concludes with seven suggestions which would lay a groundwork for defining, developing, and determining competence in teachers. A reference list is included. (PS)

ED 281 873 TM 870 270

Gonzalez-Tamayo, Eulogio
Content Specifications of a Test and Generalizability Theory.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Analysis of Variance; *Content Validity; Criterion Referenced Tests; *Generalizability Theory; *Licensing Examinations (Professions); Multiple Choice Tests; Norm Referenced Tests; *Test Construction; Test Items; Test Reliability; *Test Theory; Weighted Scores
IDENTIFIERS- *Internal Consistency; *Intraclass Correlation; Nested Data
The concepts of universe of admissible observation and universe of generalization from the generalizability theory were applied to calculate the intraclass correlation coefficient of a licensure test. The internal consistency coefficient of a dichotomously scored test is identical to the intraclass correlation coefficient of a two-facet design. The intraclass correlation coefficients for both norm- and criterion-referenced decisions were smaller in the nested than in the simple two-facet design and they were also smaller than the internal consistency coefficient. The proper design for most licensure tests and for tests using a design where the items are selected from content areas specified in the blueprint rather than from the universe of possible items must use a nested design to calculate the stability of test results rather than the internal consistency coefficient. (Author)

ED 281 887 TM 870 303

Payne, David A.
Evaluation Realities or How I Learned to Love "The Standards" While Evaluating a Computer Assisted Instruction Project.
PUB DATE- Nov 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Computer Assisted Instruction; *Evaluation Criteria; Grade 9; Grade 10; High Schools; Locus of Control; Microcomputers; Minority Groups; *Program Evaluation; School Attitudes; Self Concept; *Standards; *Student Attitudes
IDENTIFIERS- *PLATO; *Standards for Evaluation Educ Prog Proj Materials
This case study presents a narrative summary of the evaluation of a two semester computer assisted instruction (CAI) project in an all minority high school. Use of PLATO software with Control Data microcomputers brought about modest achievement advantages, higher internal locus of control, more positive attitudes toward school and specific course subjects than non-CAI using ninth and tenth grade students. These effects were particularly pronounced for students in Language Skills, Chemistry, Algebra, and Mathematics. The paper concludes with discussion of lessons learned while doing the evaluation as seen in the context of the Standards for Evaluations of Educational Programs, Projects, and Materials. (Author)

ED 281 900 UD 025 438

Walz, Garry R.
Current Issues and Trends in Guidance and Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 19p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Counseling; *Career Counseling; College Choice; *College Preparation; Computer Uses in Education; *Counseling Effectiveness; Counseling Objectives; Educational Improvement; Educational Trends; *Guidance Programs; *High Risk Students; Information Technology; Nontraditional Occupations; Pupil Personnel Services; School Community Relationship; *School Counseling; Secondary Education
IDENTIFIERS- Computer Assisted Counseling; Educational Issues; *Life Planning
The 1980s have witnessed a resurgence of interest in and demand for counseling services, particularly in the areas of mental health, family concerns, and adult agency counseling. Four critical issues brought up by that increased demand are: (1) computers in counseling; (2) students at risk; (3) pre-college guidance; and (4) career guidance. These are discussed in detail in this report. A review of research on the use of computer-assisted and computer-supported guidance shows the positive reactions of students and the ambivalent feelings of counselors. Three types of programs that have demonstrated effectiveness in dealing with at-risk pupils are discussed. Pre-college guidance is a short-changed area, despite the evidence that counseling interventions make a difference in who has access to college, who attends, and who stays in and does well. Areas in which guidance programs must be strengthened are discussed. The history of career development theory and practice, its roots and future are summarized. The major focuses of guidance and counseling in the near future are pinpointed. A list of references is attached. (PS)

ED 281 913 UD 025 451

Melville, S. Donald; And Others
Current Issues in Testing, Measurement, and Evaluation.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 17p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; Achievement Rating; *Computer Assisted Testing; Educational Improvement; Educational Testing; Educational Trends; Elementary Secondary Education; Higher Education; *Minimum Competency Testing; Psychometrics; *Student Evaluation; *Teacher Certification; Test Construction; *Testing; Test Items
IDENTIFIERS- Educational Issues; *Higher Order Learning; National Teacher Examinations; Teacher Certification Tests
In this report four educators discuss the issues which they see to be most current in the fields of testing, measurement and evaluation. The first section discusses the mastery of basic skills, defined by minimum levels of competence. Factors such as accountability, social policy, instructional implications, and psychometric issues are brought to bear on the subject. The second section examines problems more complex than those involved with assessing basic skills. Identifying and defining higher order skills, designing a sound curriculum, and deciding whether available instruments are adequate for assessing higher order skills are among the goals which must be achieved to adequately teach and test higher order skills. The third section points out some concerns related to testing teachers before they begin to practice their profession. Two major trends, using the National Teacher Examinations from the Educational Testing Service and using state programs to develop teacher certification tests, are presented. A state-of-the-art survey, detailed in section four, describes computer-assisted educational testing as it is used for writing test items, constructing tests, administering tests, scoring and analyzing results, and record keeping. A list of references is included. (PS)

ED 281 874 TM 870 273

Smith, Douglas K.; And Others
Young Children's Performance on Three Measures of Ability.
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Analysis of Variance; *Cognitive Ability; *Comparative Testing; Construct Validity; Correlation; *Intelligence Tests; Memory; Nonverbal Ability; *Preschool Children; Preschool Education; Sex Differences; *Test Validity
IDENTIFIERS- Battelle Developmental Inventory; *Kaufman Assessment Battery for Children; Pearson Product Moment Correlation; *Stanford Binet Intelligence Scale

The Stanford-Binet: Fourth Edition and Kaufman Assessment Battery for Children were administered in counterbalanced order followed by the Cognitive Domain of the Battelle Developmental Inventory to a sample of 30 nonhandicapped, preschool children (13 males and 17 females). Correlations (corrected for restriction in range) among the three instruments were strong with global scale correlations ranging from .41 (Binet Composite-Battelle Cognitive Total) to .63 (Binet Composite-Kaufman Mental Processing Composite). Repeated measures analyses of variance indicated the Battelle Cognitive Total was significantly lower than the Binet Composite and Kaufman Mental Processing Composite. Similar analyses for global scores measuring similar constructs (memory, nonverbal reasoning and achievement) indicated no significant differences among the tests.

Gender differences were indicated on the Sequential Processing Scale and Mental Processing Composite of the Kaufman and the Short-Term Memory Scale of the Binet. The results of the study are supportive of the validity of all three measures with the present sample of preschool students. (Author)

ED 281 875 TM 870 278

Yagi, Kan
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1985-86 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Aug 86
NOTE- 40p.; For the 1984-85 report, see ED 266 163.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Compensatory Education; Disadvantaged Youth; Early Childhood Education; Followup Studies; Mastery Learning; *Preschool Evaluation; Program Descriptions; *Program Evaluation; Rating Scales; Scores; Student Characteristics; Test Results
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Portland School District OR
This year-end evaluation report of the Chapter 1 Early Childhood Education (Preschool) Program in Portland (Oregon) Public Schools is a narrative supplement to the statistical forms used by Chapter 1 Education Consolidation Improvement Act (ECIA) evaluation and is organized into six sections: (1) introduction; (2) description of the program, including organization, characteristics of the student population, recruitment and attendance, facilities and learning materials, daily educational activities, and project costs; (3) evaluation methodology and findings, including language skills, numerical concepts, small motor skills, and social skills; (4) follow-up study of former program students in kindergarten and grade 3; (5) observations and comments; (6) summary and conclusions. The purpose of the preschool program is to provide educationally and economically disadvantaged children with the experiences needed to ameliorate the disadvantages resulting from their circumstances. The evaluation focuses on academic achievement, with attention to social and physical skills in preschool and kindergarten. At the preschool level, year-end evaluation results and observations during the year continue to show program improvements. Results for the last four years tend to show more noticeable gains, especially in basic skills, and observations tend to show more productive student involvement. The results of follow-up studies are mixed. The Record of Goals Mastery Form and the Student Rating Form are appended. (BAE)

ED 281 888 TM 870 310

Stage, Frances K.
University Attrition: LISREL with Logistic Regression for the Persistence Criterion.
PUB DATE- Apr 87
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Family Characteristics; Higher Education; Hypothesis Testing; Institutional Role; Longitudinal Studies; *Path Analysis; Racial Differences; *Regression (Statistics); *Sex Differences; Social Integration; Socioeconomic Background; Student Educational Objectives
IDENTIFIERS- Commitment; *LISREL Computer Program; *Tinto Theory
The purpose of this longitudinal study was to examine associations among background characteristics, commitment levels, institutional involvements, and persistence for male and female university students. Data were collected from college records and surveys completed by 316 university freshmen at the beginning of and 10 weeks into the 1984 fall semester and at the beginning of the 1985 spring semester. Logistic regression analysis in conjunction with LISREL was used to analyze the data. Within LISREL, an initial model was specified using paths described in Tinto's model of college student attrition. Tinto's model consists of six key constructs linked causally: background characteristics, initial commitments, academic and social integration, later commitment, and persistence. Results reinforced Tinto's conjecture that background effects do influence persistence directly. Initial levels of institutional and goal commitments strongly influenced later levels of the same variables. For both males and females, academic and social integration positively influenced persistence. For females, academic integration, social integration and later institutional commitment were significant predictors of persistence. For males, only academic integration and social integration significantly and directly influenced persistence. (JAZ)

ED 281 889 TM 870 311

Clark, Richard E.; And Others
When Teaching Kills Learning: Types of Mathemathantic Effects.
PUB DATE- Apr 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Aptitude; *Aptitude Treatment Interaction; *Cognitive Processes; Elementary Secondary Education; High Achievement; Higher Education; *Instructional Effectiveness; *Learning Strategies; Learning Theories; Literature Reviews; Low Achievement; *Student Characteristics; Student Motivation; *Teaching Methods
IDENTIFIERS- *Mathemathantic Effects
Instructional research is reviewed where teaching failures have produced students who seem to be less able to use learning skills or had less access to knowledge in some domain than before they were taught. Three general types of "mathemathantic" (i.e. where instruction "kills" learning) effects are hypothesized, theoretical explanations for each effect are examined and representative studies in each area are described. The three types of effects described are where instruction serves to: (1) substitute learning procedures (e.g. novel learning strategies are hypothesized to interfere with the learning of higher general ability learners and inadequate learning strategies are provided to those with lower general ability); (2) impose less desirable motivational goals on learners (e.g. when teaching methods lead constructively motivated learners to believe that failure avoidance has replaced achievement directed goals and, conversely, when defensively motivated students believe that achievement directed goals have replaced the opportunity to avoid failure); and (3) substitute student control for system control over instructional method (e.g. by allowing lower cognitive load instructional methods to be chosen by high general ability, constructive students and/or by allowing higher cognitive load methods to be chosen by defensive students who have low general ability). A four-page bibliography and an outline of situations when mathemathantic effects are more probable are attached. (Author/JAZ)

ED 281 901 UD 025 439

Suhor, Charles
Two Problems in the Teaching of English.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 29p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communication Skills; Educational Improvement; Educational Trends; Elementary Secondary Education; English Curriculum; *English Instruction; *Grammar; *Language Processing; Language Research; Language Skills; *Literature; Nonstandard Dialects; *Reading Material Selection; Reading Skills; Sentence Combining; Speech Communication; Writing Skills
IDENTIFIERS- Educational Issues

English instruction is successful when students learn to express significant ideas clearly in discussions, write with verve and grace, read with insight and enjoyment, and practice these skills beyond the realm of the classroom. This report discusses how to teach grammar and select literature in order to achieve those goals. Research and issues in grammar teaching are reviewed. Grammar learning is enhanced in active language environments that use techniques such as role-playing and sentence combining, while attending to grammar concerns primarily within the writing process. The following types of "literature" should be included in the curriculum: (1) a wide range of works for all ages; (2) popular literature; (3) great classical and contemporary literature; (4) nonprint media such as television, film, and drama; (5) students' personal experience; and (6) information about literature (authors' lives, particular works, literary movements, figures of speech, metric patterns, etc.). The latter, though emphasized in the past, should be approached more as a tool than as an end in itself and should be subordinate to higher order thinking skills and students' responses to characters and events in a work. Since nonprint media provide students' most frequent vicarious experience, the English teacher has an important stake in guiding their understanding of the imaginative worlds presented there. A list of references is included. (PS)

ED 281 902 UD 025 440

Ellis, Thomas I.; And Others
Improving School Effectiveness through Reform of Teacher Selection Practices and Collegial Observation of Classroom Performance.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 21p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Observation Techniques; Competence; Educational Improvement; Educational Trends; Elementary Secondary Education; Instructional Leadership; Interprofessional Relationship; *Peer Evaluation; Predictor Variables; *School Administration; Teacher Administrator Relationship; Teacher Effectiveness; Teacher Evaluation; Teacher Improvement; Teacher Persistence; *Teacher Selection; *Teacher Supervision; Teaching Experience
IDENTIFIERS- *Collegial Supervision; Educational Issues; Excellence in Education
Two issues that bear directly on the proficiency of teachers are teacher selection and teacher supervision. A theme common to both issues is that the key to attracting and retaining capable teachers lies in a transformation of teachers' work environment--replacing the bureaucratic model of schooling with the professional model. That transformation can be effected with the help of competent selection and supervision practices. The first part of this report summarizes pioneering studies that have examined the teacher selection process in school districts. It also explores support systems for beginning teachers and the role of school organizational structures in encouraging capable young teachers to remain in the profession. The second part of the report discusses collegial observation and feedback as a means of bringing quality instructional leadership to schools. Instructional leadership can be a collective activity, drawing on the strengths and expertise of more persons than just the principal. The report examines why such observation and feedback is difficult. It also considers some of the benefits of and approaches to collegial observation and feedback. A reference list is included. (PS)

ED 281 914 UD 025 452

Flaxman, Erwin; Riehl, Carolyn
Issues in Improving Urban Schools: Dropout Prevention, Hispanic Secondary Education, and Urban Teaching Careers.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 23p.; In: Trends and Issues in Education, 1986 (see UD 025 435).
CONTRACT- NIE-P-85-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Disadvantaged; *Dropout Prevention; Educational Improvement; Educational Trends; Elementary Secondary Education; High Risk Students; *Hispanic Americans; Limited English Speaking; Minority Groups; Teacher Recruitment; *Teacher Supply and Demand; Teaching Conditions; *Urban Education; Urban Schools; *Urban Teaching
IDENTIFIERS- Educational Issues; Excellence in Education
This report discusses three major issues in urban education: dropout prevention, secondary education for Hispanic Americans, and urban teaching careers. Current studies on dropping out attempt to locate the responsibility for high dropout rates in policies or practices that schools initiate and have the power to change. Findings of these studies are discussed. Hispanic students have not profited from their education, nor have they been well served by the schools. Their academic achievement and educational attainment are among the lowest of any group. Precipitating factors, such as poverty and poor English, are discussed and suggestions are made for increasing the relevance of public education for Hispanics. Difficulties in attracting and retaining a high quality urban teaching force are discussed. Three requirements for improving the situation are: designing appropriate preservice education programs for urban teachers, improving recruitment practices, and structuring work conditions to ensure the retention and continued development of competent professionals. Examples of each are covered. Teachers will improve the quality of their own work lives by learning to be more responsive to the needs of their urban students. References are included. (PS)

ED 281 915 UD 025 455

Auspos, Patricia; Price, Marilyn
Launching JOBSTART: A Demonstration for Dropouts in the JTPA System.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jan 87
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Research; Dropouts; Educationally Disadvantaged; Employment Potential; *High Risk Persons; High Schools; Job Placement; *Job Skills; Job Training; *Program Evaluation; Program Implementation; Recruitment; Young Adults; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

The JOBSTART demonstration was carried out between August 1985 and October 1986 to gain information on effective ways to solve the problem of high unemployment rates and low skills levels of many high school dropouts. JOBSTART was targeted to disadvantaged high school dropouts, and provided them with basic educational and occupational skills training, combined with support services and assistance in finding an unsubsidized job. The program was carried out at 16 sites and funded in part through the Job Training Partnership Act (JTPA). This report evaluates the program and its effectiveness. It contains the following: (1) an introduction; (2) a description of how the JOBSTART demonstration was incorporated into the JTPA system; (3) an overview of the JOBSTART sites; (4) JTPA policies at the local level and implementation of JOBSTART; (5) information on recruitment and enrollment; and (6) an appendix consisting of profiles of the 16 sites. A list of references is included. It was found that the following operational challenges still face JOBSTART: (1) overcoming the difficulties associated with recruiting young high school dropouts in order to meet the enrollment targets; (2) ensuring that the youths remain in training for the intended duration; (3) successfully placing them in jobs; and (4) moving youths through the educational component in a timely manner and meeting the entry requirements of skills training courses. (PS)

ED 281 917 UD 025 466

George W. Wingate High School Multilingual Survival Skills Program, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 45p.; For the 1984-1985 report, see ED 271 542. Prepared by the OEA Bilingual Education Evaluation Unit.
GRANT- G00-830-2796
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education Programs; *English (Second Language); French; *Haitians; High Schools; *High School Students; *Hispanic Americans; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Reading Skills; *Urban Education
IDENTIFIERS- New York (Brooklyn)

The Multilingual Survival Skills Program, in its final year of a three-year funding cycle, provided instructional and support services to 350 Haitian and Hispanic students of limited English proficiency (LEP) at George Wingate High School (Brooklyn, New York). The program emphasized the acquisition of English language skills, using students' native language (Spanish, French, and/or Haitian Creole) to maintain and/or develop content-area knowledge and skills. The major goals of the program were to: (1) implement special instructional services; (2) develop curricular materials in Spanish for content-area courses; (3) help students pass required courses for graduation; and (4) provide support services. Quantitative analysis of student achievement data indicates that: (1) students mastered an average of one Criterion Referenced English Syntax Test (CREST) skill per month; (2) program students' passing rates in native language arts, science, and social studies met the program objectives; (3) students' passing rates in mathematics did not meet the objective; and (4) the attendance rate of program students was significantly higher than the school attendance rate. This report describes the Multilingual Survival Skills Program, student characteristics, and evaluation findings. It also includes recommendations for further improvement. (PS)

ED 281 930 UD 025 479

Poulos, Nicholis
The Detroit Early School Leavers Project: A Profile of Dropouts.
Detroit Public Schools, MI. Office of Instructional Improvement.
SPONS. AGENCY- Detroit Board of Education, Mich.; Michigan State Dept. of Education, Lansing.
PUB DATE- Jun 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Research; *Dropouts; Early Parenthood; *High Risk Students; High Schools; Minority Groups; *Potential Dropouts; *School Attitudes; *Student Characteristics; Student School Relationship; Urban Schools
IDENTIFIERS- Detroit Public Schools MI

The results of an attempt to identify a dropout pattern or profile which could be used to more readily identify at risk youth in Detroit Public Schools are presented in this report. The report is divided into two major sections. Section 1 discusses methodology and analyzes data and findings. Based on personal interviews with Detroit dropouts at the point of leaving school, the data fall into these categories: (1) personal background; (2) family background; (3) home environment; (4) peer group and teacher relationships; (5) reasons for leaving and/or not returning to school; and (6) services or courses which, if provided, could have kept them in school or would encourage their reenrollment. Section 2 summarizes the study findings and provides these recommendations: (1) develop more effective strategies to deal with dropping out caused by pregnancy and fatherhood; (2) make more rigorous efforts to identify and monitor the academic progress of close friends and siblings of dropouts to diminish the "band wagon" effect; (3) study why so many students dropped out because school was "boring" or unappealing; (4) identify and remediate youngsters in the early stages of negative behavioral tendencies; (5) encourage staff to more actively recruit potential candidates for vocational-technical centers; (6) expand child care facilities and programs; (7) explore the feasibility of more flexible programming to meet the self-perceived needs of at-risk students; and (8) establish a program for contacting dropouts within six months of school withdrawal to promote their return. The questionnaire used in student interviews is included as the appendix. (KH)

ED 281 944 UD 025 497

Weisbender, Leo; Pike, Daniel
Ethnic Survey Report, Fall 1986. Publication No. 493.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- Feb 87
NOTE- 697p.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; *Demography; Elementary Secondary Education; *Ethnic Distribution; Hispanic Americans; *Minority Group Children; Pacific Americans; *Population Trends; *Racial Composition; School Districts; School Statistics; Urban Education
IDENTIFIERS- *Los Angeles Unified School District CA
This annual report provides a statistical picture of the ethnic composition of the Los Angeles Unified School District (LAUSD). It includes information on office staff, and on each elementary and secondary school, school for the handicapped, children's center, and adult and occupational education school. These statistics show that the Hispanic count has continually risen from 18.6 percent in 1966 to its current high point of 55.7 percent. Black student percentages rose from 21.4 percent in 1966 to 25.3 percent in 1973, and have, since that year, slowly declined to the current low of 18.2 percent. White student enrollment has steadily declined from 56.1 percent in 1966 to its current 17.7 percent. Asian, Filipino, and Pacific Islander students have slowly increased from 3.8 percent in 1966 to 8.1 percent in 1986. Students of American Indian or Alaskan Native heritage have remained at approximately the same count: in 1966 they were 0.1 percent and in 1986 they were 0.3 percent. The 1986 combined minority population of the district was 82.3 percent. In the appendix, Table A offers a two-page overview of LAUSD ethnic enrollment from 1966 to 1984. Appendix Table B reports data for 1985 and 1986. Appendix Table C compiles all 1986 grand total sections into a single display. (PS)

ED 281 958 UD 025 515

Ihle, Elizabeth L.
Black Women's Vocational Education. History of Black Women's Education in the South, 1865-Present. Instructional Modules for Educators, Module II.
James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 10p.; For the other modules in this series, see UD 025 514-516. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- *Black Education; Black History; Black Stereotypes; Females; Racial Bias; Reconstruction Era; Regional Characteristics; School Segregation; *Secondary Education; Sex Stereotypes; *Trade and Industrial Education; United States History; *Vocational Education; *Womens Education; Womens Studies
IDENTIFIERS- *Black Womens Studies; United States (South)
Vocational education, called industrial education from its beginnings during the Reconstruction years, was hailed by its supporters as a means of making education practical and relevant to the lives of its black students. Its detractors, however, felt that industrial education was intentionally designed to prevent blacks from attaining economic and educational parity with whites. This module, the second in a series of four about the education of black women in the South since the Civil War, traces the development, purpose and design of industrial education. The following topics are discussed: (1) the roots of industrial education; (2) the industrial education curriculum; (3) extracurricular life; (4) the 20th century character of industrial education; and (5) the end of industrial education. Also included are questions for discussion, activities for enrichment, and a bibliography. (PS)

ED 281 972 UD 025 532

Dews, Peter; And Others
Ride with Pride: Wipe Out Graffiti and Vandalism on Our Trains and Buses.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 86
NOTE- 29p.
AVAILABLE FROM- New York City Board of Education, 131 Livingston St., Rm 617, Brooklyn, NY 11021 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; *Bus Transportation; Citizenship Education; Community Involvement; Community Responsibility; Economic Factors; *Elementary Education; Public Affairs Education; *Rail Transportation; Student Behavior; Urban Improvement; *Vandalism
IDENTIFIERS- *Graffiti; New York (New York); *Public Transportation
This publication presents a curriculum designed to educate New York City students about the importance of public transportation and to promote an awareness of the public's responsibility to respect and maintain New York City's transit system. The curriculum, designed by the New York City Transit Authority in cooperation with the New York City Board of Education, is geared toward fifth and sixth graders. The lesson plan is divided into the following two parts: (1) lessons and activities; and (2) resources. Each lesson addresses one of three major areas of concern: graffiti, vandalism, and behavior on trains and buses. The lessons contain teacher strategies and student activities, plus activity sheets, which may be used in conjunction with the lesson, independent of it, or as a follow-up to it. The resources section of the curriculum contains information on transit exhibits, community programs, careers, speakers, etc. (PS)

ED 281 918 UD 025 467

O'Malley, J. Michael
Academic Growth of High School Age Hispanic Students in the United States.
InterAmerica Research Associates, Washington, D.C.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-87-359c
PUB DATE- Mar 87
NOTE- 142p.
CONTRACT- 300-84-0195
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Dropouts; High Schools; *High School Students; *Hispanic Americans; *Minority Groups; *Public Policy; *School Demography; *Student Participation; Vocational Education

This study examined academic growth of high school age Hispanics as compared with that of non-Hispanic Whites and Blacks. It explored the following issues: (1) academic growth between the sophomore and senior years; (2) the courses the students take while in high school; and (3) the relationship of schooling and student characteristics to academic growth. Findings indicated that Hispanics' average growth did not differ significantly from that of other students. However, average Hispanic achievement was substantially below that of non-Hispanic Whites at both sophomore and senior levels. Far fewer Hispanic seniors than non-Hispanic seniors described themselves as enrolled in an academic program. Over half of all Hispanics except Cubans were enrolled in vocational programs. Hispanics earned fewer credits in the new basics by their senior year than did non-Hispanic Whites. More Hispanics than non-Hispanics drop out of school: approximately 21 percent as compared with 16 percent of Blacks and 12 percent of non-Hispanic Whites. Public policy toward Hispanics should aim at the following: (1) enhancing student achievement in the elementary and intermediate years; (2) reducing the high school dropout rate; and (3) increasing participation of Hispanics in academic programs. The report includes a list of references. Appendixes explain the methodology used and present the data in tabular form. (LHW)

ED 281 931 UD 025 480

Dropout Prevention.
Academy for Educational Development, Inc., New York, N.Y. Communications Inst.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; Compensatory Education; *Dropout Prevention; Dropout Rate; *Dropout Research; *High Risk Students; Hispanic Americans; Minority Group Children; Parent Participation; Pregnant Students; Relevance (Education); Rural Schools; School Business Relationship; *School Effectiveness; *School Holding Power; Secondary Education
IDENTIFIERS- Appalachian Regional Commission DC; Media Use; Michigan (Detroit); *Supportive Learning Environments

This issue of "Network News" focuses on efforts to remedy the dropout problem. The following programs' common goal is not only to retain students through graduation, but to ensure that they acquire the skills necessary to take their place as productive members of society: (1) the Classroom Partners Project, a collaborative effort between Public Television Station WTVS in Detroit, Michigan; and the Detroit Public Schools; (2) Twelve Together, a program of ninth grade support groups in Detroit; (3) the Industrial Arts Work Experience Renovation Project, a work-study pilot program in Jersey City, New Jersey; (4) the ninth grade orientation project in Seattle, Washington; (5) the Urban Middle Schools Adolescent Pregnancy Prevention Program, a new national demonstration program by the Academy for Educational Development; and (6) the Westside Organization Network, to encourage parent involvement at Sidney Lanier High School in San Antonio, Texas. In addition to those program descriptions, the following articles are also included: (1) an interview with Dr. Arthur Jefferson, general superintendent of the Detroit Public Schools; (2) a summary of difficulties faced in comparing the dropout rates of schools or school districts; (3) a summary of an analysis of the Hispanic Policy Development Project (HPDP) on the dropout problem among Hispanic students; (4) a discussion of the rural dropout problem; (5) discussion of an initiative to increase attendance and school participation among Appalachian students in Cincinnati, Ohio; and (6) announcement of Excellence in Education Award to John F. Kennedy High School, Bronx, New York. (PS)

ED 281 945 UD 025 498

Denham, Alice, Ed.
The Quest for Excellence in the Education of Hispanics: Proceedings of the Texas Symposium on Hispanic Educational Issues (Lubbock, Texas, April 22, 1985).
Texas Tech Univ., Lubbock. Coll. of Education.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- 85
NOTE- 87p.
AVAILABLE FROM- College of Education, Texas Tech University, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Civil Rights; Dropouts; Educational Finance; *Educational Improvement; Educational Legislation; Elementary Secondary Education; *Hispanic Americans; Immigrants; Mexican Americans; School Community Relationship; *Student Needs
IDENTIFIERS- *Texas

The proceedings of a symposium on Hispanic educational issues, held in Texas in 1985, are collected in this pamphlet. A short preface, a list of participants, and transcriptions of brief welcoming remarks made by a number of officials are provided. Then, three conference papers are presented: (1) "For Whom the School Bell Tolls," by Lauro F. Cavazos, discusses general problems that affect Hispanic students, focusing particularly on the disproportionately high rate of Hispanic dropouts; (2) "Hispanics Creating Excellence," by Norma Cantu, reviews recent legislation and legal cases affecting Hispanic education, actions taken by the Mexican American Legal Defense and Educational Fund, and ways in which the political, business, and educational communities might cooperate to better educate Hispanics; and (3) "Economic Challenges of Poor School Districts," by Raul Besteiro, Jr., describes generally the efforts of the Brownsville, Texas, school district to educate a continually growing population of recent Mexican immigrants, despite a very tight budget. Also included is a transcript of a general discussion among symposium participants, a summary of reports on local educational problems in 19 Texas school districts, and concluding remarks by Cavazos. (KH)

ED 281 959 UD 025 516

Ihle, Elizabeth L.
Black Women's Academic Education in the South. History of Black Women's Education in the South, 1865-Present. Instructional Modules for Educators, Modules III and IV.
James Madison Univ., Harrisonburg, Va.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 14p.; For modules 1 and 2, see UD 025 514-515. Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- Academic Education; *Black Education; Black History; Extracurricular Activities; Females; *High Schools; *Postsecondary Education; Private Education; Racial Bias; Reconstruction Era; Regional Characteristics; *School Segregation; Sex Stereotypes; United States History; *Womens Education; Womens Studies
IDENTIFIERS- *Black Womens Studies; United States (South)
This document is the combined third and fourth modules of a series of four. It is designed to help educators learn more about how the double biases of sex and race have affected the quality of black women's high school and college education in southern schools since the Civil War. The following topics are discussed: (1) education of black women before the Civil War; (2) the purpose of black's academic education; (3) the founding of black colleges; (4) founding of private and public high schools for blacks; (5) academic education in high schools and colleges from 1900 to 1950; (6) extracurricular life in high school and college; and (7) black women in academic education today. Also included are short articles on Mary McLeod Bethune, secondary vocational training, pay inequity, and college women of Atlanta University in 1900. Questions for discussion and activities for enrichment, and a bibliography are included. (PS)

ED 281 973 UD 025 533

Gainer, William J.
Education's Chapter 1 and 2 Programs and Local Dropout Prevention and Reentry Programs. Statement of William J. Gainer, Associate Director, Human Resources Division. GAO Testimony before the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/T-HRD-87-2
PUB DATE- 12 Apr 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admission Criteria; *Compensatory Education; Data Collection; *Dropout Prevention; Elementary Secondary Education; *Expenditure per Student; Federal Programs; Individual Characteristics; Individualized Instruction; Program Budgeting; Program Costs; Reentry Students
IDENTIFIERS- Comparability; *Education Consolidation Improvement Act Chapter 1; *Education Consolidation Improvement Act Chapter 2; Title I Program Analysis and Monitoring

This report provides testimony on results of a General Accounting Office (GAO) study of Chapter 1 Compensatory Education programs, Chapter 2 Education Block Grant programs, and dropout prevention programs. The report covers the following: (1) Chapter 1 student selection; (2) Chapter 1 fiscal provisions; (3) Chapter 2 data collection and administration costs; and (4) local dropout prevention and reentry programs. The report also includes charts showing the following: (1) comparison of compatibility requirements under Title 1 and Chapter 1; (2) requirements for assuring comparability for responding states; (3) documentation used to show comparability in 44 states requiring recordkeeping; (4) characteristics of dropout program participants; (5) percentage of dropout youth having social, psychological, or academic problems; (6) factors reported by program administrators as having influenced program effectiveness; (7) services provided to dropout program participants; and (8) characteristics of selected dropout programs. (PS)

ED 281 919 UD 025 468

Kennedy, Mary M.; And Others
The Effectiveness of Chapter 1 Services. Second Interim Report from the National Assessment of Chapter 1.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-87-501
PUB DATE- Jul 86
NOTE- 175p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Individualized Education Programs; Program Effectiveness; Remedial Programs; *Special Education; *Special Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I
The following findings are presented in this second evaluation of Chapter 1 of the Education Consolidation and Improvement Act of 1981: (1) the achievement of disadvantaged students has improved since 1965, relative to the general population; (2) Chapter 1 students experience greater increases in achievement test scores than others; (3) students in Chapter 1 mathematics programs gain more than those in Chapter 1 reading programs; (4) students in early-elementary Chapter 1 programs gain more than those in later-grade programs; (5) evidence of program effects on student attitudes toward school is inconclusive; (6) the relationship between program costs and effects on achievement scores is unclear; (7) the achievement gap between disadvantaged and advantaged students widens during summer; (8) Title I summer programs, not academically rigorous, have not narrowed this gap; (9) students who discontinue Title I lose gains they made when receiving services; (10) Chapter 1 students with very low achievement scores maintain their relative academic positions but do not advance; (11) long-term effects of Chapter 1 programs on graduation rates, future education, or adult literacy are unknown; (12) attempts to identify particular project characteristics that improve student achievement test scores have been ineffective; (13) instructional practices likely to be effective in Chapter 1 programs have been recently identified. Appendices contain the statute requiring the assessment; an administrative status report; studies, data sources, and measures used in the report; achievement expressed in normal curve equivalents; and sample sizes for figures and tables. (Author/LHW)

ED 281 932 UD 025 481

What I Did Instead of Summer Vacation: A Study of the APS Summer School Program.
Albuquerque Public Schools, N. Mex.
PUB DATE- Aug 85
NOTE- 28p.; Portions contain small or blurred type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acceleration (Education); Attendance; Course Content; Course Selection (Students); Elementary Secondary Education; Ethnic Distribution; Grading; Poverty; *Remedial Programs; School Organization; *Summer Programs; Surveys
IDENTIFIERS- *Albuquerque Public Schools NM; Course Evaluation Questionnaire; Course Perceptions Questionnaire

This report summarizes the findings of a 1985 study of the Albuquerque Public Schools (APS) summer school program. Statistics, charts and survey results provide a picture of the student population, school financial situation, course offerings, participant attitudes, etc. The APS summer school is self-supporting, but tuition is rising rapidly and teachers are still not being paid adequately. The APS "summer district" is larger than most regular term districts in New Mexico and serves several hundred students from communities outside Albuquerque. Serving about 4,700 youngsters in total, the main summer program draws about 71 percent of its population from "lower income" attendance areas at the elementary level, but only about 35 percent at the secondary level. While the high school population is relatively evenly split between make-up and acceleration programs, summer schoolers are almost exclusively in make-up programs at the middle school level; 75 percent are remedial at the elementary level. Course offerings have not changed much in recent years. Students, parents and teachers surveyed find the program a more positive educational experience than the offerings during the regular term, despite the fact that it has not been receiving the assistance it needs from supportive services in the district.

Suggestions for improvement are included in the report. (PS)

ED 281 946 UD 025 500

Work and Welfare: Current AFDC Work Programs and Implications for Federal Policy. GAO Report to the Chairman, Subcommittee on Intergovernmental Relations and Human Resources, Committee on Government Operations, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-34
PUB DATE- Jan 87
NOTE- 166p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, $2.00 each additional copy, 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal State Relationship; Job Training; *Participant Characteristics; Postsecondary Education; *Public Policy; Social Services; State Agencies; *State Aid; *State Programs; *Welfare Services; Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; *Workfare

This report presents the results of an evaluation of state workfare programs created since 1981, when Congress authorized work program options that let State Aid to Families with Dependent Children (AFDC) agencies experiment with new approaches. The report, divided into seven chapters, focuses on program characteristics, participants, how the programs prepare participants for work, the extent of provision and effectiveness of support services, the programs' results to date, problems with assessing their effectiveness, and implications of the findings for Federal policy. The major finding reported is that the variety of work program options has given states the flexibility to tailor their programs to local need, but that multiple legislative authorizations have resulted in a patchwork of administrative responsibilities and lack of overall program direction. Further, the disparate levels of Federal matching funds across programs limit states' ability to match work program options with participants' needs. Program authorizations could be consolidated and funding levels made consistent across programs without reducing state flexibility. To serve more participants, programs spread their limited funds thinly, but the study found that only a minority of adult AFDC recipients were served in 1985, excluding many with young children or severe barriers to employment. Evaluations of the work programs have shown modest positive effects on the employment and earnings of participants, but wages were often insufficient to boost

participants off welfare. Appendices include the study instrument, a breakdown of program characteristics by state, and a description of work program activities. A bibliography and numerous statistical tables are also provided. (KH)

ED 281 960 UD 025 517

Ashby, Glenn W.; And Others
ECIA, Chapter 1 1984-85 Final Evaluation Report. Dade County Public Schools.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Dec 85
NOTE- 210p.; Pages i-iv are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Educationally Disadvantaged; *Elementary Secondary Education; Eligibility; Exceptional Persons; High Risk Students; *Individualized Education Programs; *Mathematics Instruction; Program Evaluation; *Reading Instruction; Remedial Programs; Supplementary Education
IDENTIFIERS- *Dade County Public Schools FL; *Education Consolidation Improvement Act Chapter 1; Stanford Achievement Tests
This report presents program evaluation findings on the 1984-85 Chapter 1 project in the Dade County (Florida) School District. The project sought to raise the reading, mathematics and language performance levels of low achieving students at schools with high concentrations of children from low income families. Achievement was assessed by score gains reported from the April 1984 and April 1985 administrations of the Stanford Achievement Test. Evaluation efforts also included monitoring the status of project operations through site visits, and a survey of Chapter 1 personnel and parents. Results showed that overall district public school reading and mathematics achievement gains were not substantial, but the project was generally successful. The reading gain was slightly higher than the mathematics gain. In both reading and mathematics, secondary grade level gains were greater than elementary grade level gains. Female reading achievement gains were higher than male gains at both the elementary and secondary levels. Mathematics gains were higher for females at the elementary levels and for males at the secondary levels. The report includes the following: (1) a description of the project; (2) a description of the evaluation; (3) a discussion of results; (4) conclusions and recommendations; and (5) appendices. These constitute the greater part of the report and provide lists of Chapter 1 schools, student selection criteria, descriptions of supplementary program models, individual school achievement test results, and copies of the surveys used. Thirty-three data tables are contained in the text. (PS)

ED 281 974 UD 025 534

Mizell, M. Hayes

School Dropouts, Undereducated Youth, and Economic Development in the South. Testimony before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-Ninth Congress, Nashville, Tennessee.

PUB DATE- 24 Apr 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Compensatory Education; *Educational Change; Educational Improvement; Elementary Secondary Education; Employment Level; Job Training; Minimum Competency Testing; *School Holding Power
IDENTIFIERS- South Carolina

While southern States are attempting to provide academic and job training for high school dropouts whose earnings are below poverty level, a more effective solution would be to encourage high school completion and to assure the mastery of skills. Educational efforts are, therefore, now being focused on programs in elementary schools with the hope that benefits of the programs will be sustained at higher levels. Students presently attending secondary school take exit examinations in basic skills, but failure in these exams may encourage dropping out. Six suggestions are offered: (1) commitment to reform as an ongoing process; (2) mobilization of diverse agencies to work with students; (3) creation of alternative education programs; (4) development of comprehensive employability training; (5) initiation of clearly defined curriculum sequences which prepare students for employment or further study; and (6) special encouragement for black youths to complete high school and to enroll in post-secondary training or study. (VM)

ED 281 920 UD 025 469

Youth Job Training: Problems Measuring Attainment of Employment Competencies. GAO Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-33
PUB DATE- 11 Feb 87
NOTE- 90p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free, additional $2.00, 25% discount 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; *Adolescents; Behavioral Objectives; Economically Disadvantaged; *Evaluation Criteria; Evaluation Methods; Federal Programs; *High Risk Persons; Job Skills; *Job Training; *Young Adults
IDENTIFIERS- *Job Training Partnership Act 1982

This General Accounting Office (GAO) report on employment competencies for youth in programs funded under title II-A of the Job Training Partnership Act describes the extent and nature of youth employment competency training systems implemented as of June 30, 1985, and assesses the adequacy of competency attainment data available to States to evaluate the effectiveness of local programs. It contains recommendations to the Secretary of Labor and to the Congress. Results indicate that most local programs have some youth competency system, but these are locally determined and can vary substantially. Competency areas differ, attainment criteria differ, and data for a competency standard are lacking. Therefore States need performance standards that are adjusted to account for differences in competency systems. Incentive awards could discourage, not encourage, provision of the training many youths need. If a competency standard is established, GAO believes it should measure local programs' success in increasing the employability of youth--which requires data on the extent to which all youth in competency training attained competencies. Appendixes cover evaluation techniques, demographic data, program descriptions, and comments from the Department of Labor and Office of Management and Budget. (PS)

ED 281 933 UD 025 484

Phinney, Jean S., Ed.; Rotheram, Mary Jane, Ed.
Children's Ethnic Socialization: Pluralism and Development.
Society for Research in Child Development.
REPORT NO.- ISBN-0-8039-2816-5
PUB DATE- 86
NOTE- 328p.
AVAILABLE FROM- SAGE Publications, Inc., 2111 West Hillcrest Drive, Newbury Park, CA 91320 (paperback--ISBN-0-8039-2816-5, $14.95; hardcover--ISBN-0-8039-2815-7, $29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Black Youth; *Children; Cultural Awareness; Cultural Pluralism; *Ethnicity; *Ethnic Studies; Family Influence; Identification (Psychology); Intergroup Relations; Mexican Americans; Minority Groups; *Racial Identification; Self Concept; Social Influences; *Socialization

This book presents an integrated review of research on the issues related to children and ethnicity in pluralistic societies. It addresses such questions as: How do children respond to and deal with the differences among groups in both the observable characteristics and the less obvious values and norms? How do children come to understand the meaning of their own and others' ethnic group membership? How does the impact of ethnicity change with development? The chapters, each written by a different author, focus on the social impact of ethnicity and not on such issues as academic achievement or integration per se. The book begins with an introduction and overview of the topic and examines the various perspectives from which ethnicity is taught to children. The remainder of the book deals with the impact of ethnicity across the development of the child, and is divided into four sections dealing with the following: (1) the young child--awareness, attitudes, and self-identification; (2) minority status and the child; (3) later childhood and adolescence--ethnic identity and ethnic group patterns; and (4) the study of ethnicity--emerging themes and implications. An extensive list of references is included. (PS)

ED 281 947 UD 025 502

Fordham, Signithia
Racelessness as a Factor in Black Students' School Success: Pragmatic Strategy or Pyrrhic Victory?
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 4 Dec 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Anthropological Association (85th, Philadelphia, PA, December 3-7, 1986). For related documents, see UD 025 503-504.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Academic Achievement; Adolescents; *Black Achievement; *Black Students; Coping; *Ethnicity; Group Unity; High Schools; High School Students; *Kinship; Racial Attitudes; Social Mobility; Social Structure; Urban Schools

This paper examines the complex relationship between black adolescents' ethnic identity, school performance, and the effect of the larger social structure on the interaction of these phenomena by reference to the concept of racelessness. This concept captures the endemic tensions and conflicts experienced by black Americans as they seek to define their relationship to the dominant society. Despite the growing acceptance of ethnicity and ethnic identity in the larger American society, a strong ethnic identity in the school context appears to be negatively sanctioned among black adolescents. The paper is divided into four sections. The first, presenting the theoretical model undergirding the proposed analysis, describes the structure of the shared cultural system--fictive kinship--existing in the black community as background data. The second section reviews existing research literature and autobiographical data on the efficacy of racelessness as a strategy for academic excellence and vertical mobility. The third part reviews research suggesting that black students must develop a raceless persona to achieve academic success. The fourth and final section concludes with implications and suggestions for minimizing the need for racelessness as a strategy for social mobility and academic excellence among black adolescents. A six-page reference list is appended. (LHW)

ED 281 961 UD 025 518

Naron, Nancy K.
Evaluation of the Perceived Impact of the Unique Components of the Special Emphasis Schools for Corpus Christi Independent School District.
Powell Associates, Inc., Austin, Tex.
SPONS. AGENCY- Corpus Christi Independent School District, Tex.
PUB DATE- Aug 85
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Assistant Principals; *Educational Environment; *Language Arts; *Organizational Climate; Parent Participation; Principals; Reading Instruction; *School Effectiveness; School Surveys; Specialists; Staff Development; Teacher Selection
IDENTIFIERS- *Corpus Christi Independent School District TX; Survey of School Attitudes; Survey of Student Opinion of Teaching
The four Special Emphasis Elementary Schools in the Corpus Christi Independent School District have markedly increased students' achievement, particularly in reading and language arts. This study was conducted to determine the perceived impact of the Special Emphasis (SE) components and to aid in the implementation of future SE schools. The evaluation team interviewed all teachers and staff in the four schools as well as a sample of parents. Results of the interviews indicated that the quality of the staff and the highly structured nature of the reading program are perceived as critical to the schools' success. Together these factors created a positive school atmosphere in which teachers and staff communicated their high expectations to pupils, worked well together to coordinate the learning experience and meet pupils' needs, and showed concern for pupils' interests. This, coupled with administrative leadership and the assistance of support personnel, created a situation which motivated students to behave in a manner conducive to learning. The report's main sections cover: (1) study method; (2) data sources; (3) results; and (4) conclusions. A list of references is provided and appendices contain the interview questions and responses. (PS)

ED 281 975 UD 025 535

Grover Cleveland High School Project CAUSA, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 35p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1983-84 and 1984-85 reports, see ED 266 226 and ED 271 534.
GRANT- G00-830-2608
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); *Bilingual Education Programs; Career Education; *Career Guidance; Economically Disadvantaged; *English (Second Language); High Schools; Hispanic Americans; *Immigrants; Italian Americans; Limited English Speaking; Urban Schools
IDENTIFIERS- *New York (Queens)

In 1985-86, Project CAUSA completed a three-year funding cycle at Grover Cleveland High School in Queens, New York. The project provided 132 newly arrived students from Italy and several Spanish-speaking countries with instruction in English as a second language (ESL), native language arts, and content areas. Basic goals were to help students adjust to American culture; provide them with basic language, academic, and vocation skills; and enhance their appreciation of their native cultures and languages. Because many of the students were from poverty-level families and would have to enter the job market as soon as possible, the project focused on career training as much as English language development. Title VII, Chapter I, and tax-levy monies supported administrative and support services, staff and curriculum development activities, communication with student's families, and a variety of career-orientation services and activities. Program students successfully achieved proposed objectives in ESL, native language arts, and attendance, and their dropout rate fell below that of the general school population. Their performance in content area and bilingual business skills classes could not be adequately assessed, but their passing rates were generally over 75 percent. Because of the continuing success of the project's career guidance component, it could become a model for other bilingual programs throughout New York City. (KH)

ED 281 921 UD 025 470

Affirmative Action: Social Security Can Do More to Improve Blacks' Representation in Its Work Force. GAO Report to the Honorable Parren J. Mitchell, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-2
PUB DATE- 2 Jan 87
NOTE- 63p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free, additional $2.00, 25% discount 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Bias; *Black Employment; Change Strategies; Employment Practices; *Equal Opportunities (Jobs); *Government Employees; *Personnel Selection; Promotion (Occupational); Racial Composition; Racial Discrimination
IDENTIFIERS- Equal Employment Opportunity Act 1972; *Social Security Administration

The Social Security Administration (SSA) is not complying with Equal Employment Opportunity Commission (EEOC) program requirements according to a report by the General Accounting Office (GAO). It found that although the overall ratio of blacks employed at SSA headquarters increased from 1982 to 1985, underrepresentation of blacks--especially black men--remains an issue in the SSA components and job series GAO reviewed. While black women are fully represented in most job series through the grade 12 level, they are underrepresented at grades 13 to 15. Black men are generally underrepresented at most grade levels. Some elements of SSA's and its components' affirmative action plans have not been implemented. Some of the planned efforts cannot be satisfactorily monitored or evaluated because SSA does not compile and analyze Commission-required applicant flow data. Therefore, SSA's components cannot evaluate their affirmative action efforts to identify possible employment barriers to underrepresented minority groups, and SSA cannot develop and implement effective strategies to reduce or eliminate obstacles which may hamper minorities' advancement opportunities. The report details GAO findings, conclusions and recommendations. Also included are SSA comments on the report. Several tables and charts illustrate findings. (PS)

ED 281 934 UD 025 485

de Leeuw, Frank
The Economic Effects of Immigration: Specification of a Model. Impacts of Immigration in California, Policy Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.
REPORT NO.- PDS-85-3
PUB DATE- Dec 85
NOTE- 45p.; Also supported by the Weingart Foundation, the Ahmanson Foundation and the Times Mirror Foundation. For related documents, see UD 025 486.
AVAILABLE FROM- Library/Clearinghouse, Urban Institute, P.O. Box 7273, Dept. C, Washington, D.C. 20044 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Blue Collar Occupations; Business Cycles; Compensation (Remuneration); Demography; Employment Opportunities; *Employment Patterns; *Immigrants; Job Training; *Labor Market; *Mathematical Models; Salary Wage Differentials; Social Change; Socioeconomic Influences; Unemployment; Unskilled Workers; Wages
IDENTIFIERS- *Economic Impact Studies; *Immigration Impact; Population Information
Many of the arguments behind efforts to reform this nations's immigration laws allege that immigrants, especially illegal immigrants, take jobs away from native workers, depress wages, and receive public services valued in excess of their tax contributions. To provide a basis for appraising these economic arguments, this paper presents a model for simulating the economic effects of immigration. The model is a theoretical framework, useful for understanding how the various economic responses triggered by immigration relate to one another. Simulation of the model shows that the effects of an increase in annual flow of immigrants are highly sensitive to the substitutability between labor and capital and among different kinds of labor; to the responsiveness of wage changes to unemployment; to the presence or absence of wage rigidity; and to the skill mix of immigrants. Effects are also sensitive to regional behavior, specifically to the response of interregional migration and interregional trade to wage and price differentials. The report contains an overview of the model, simulation of the model, and an agenda for future work on the model. Included are a list of references and related titles. An appendix lists the variables, the equations with the coefficients used for the reference simulation, and the alterations for each of the other simulations. (LBW)

ED 281 948 UD 025 503

Fordham, Signithia
Black Students' School Success: Coping with the "Burden of 'Acting White.'"
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- 5 Dec 85
NOTE- 59p.; Paper presented at the Annual Meeting of the American Anthropological Association (84th, Washington, DC, December 3-7, 1985). For related documents, see UD 025 502-504.
GRANT- NIE-G-82-0037
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Adolescents; Black Achievement; Black Community; *Black Students; *Coping; *Ethnicity; High Schools; High School Students; *Kinship; Racial Attitudes; Social Mobility; Social Structure; Urban Schools
Black adolescents have learned a well-defined fear of "acting white": a fear of excelling in academic arenas which traditionally have been defined as the prerogative of white Americans. The focus of this analysis is the resulting conflict experienced by academically successful and unsuccessful black students in one predominantly black high school in Washington, D.C. The basic premise is that black students experience inordinate ambivalence and affective dissonance around the issue of academic excellence in the school context. This paper contains four sections. The first briefly reviews the theoretical and ethnographic literature on how the black ecological structure affects the school performance of black students, highlighting the fictive kinship system in the black community. The second section reviews existing research literature and autobiographical data on black students' success, noting the existence of a fictive kinship system in the black community and in academic success (including the notion of "acting white"). The third part considers ethnographic evidence from recent fieldwork, presenting preliminary findings from that research setting. The final section discusses the implications of the analysis, focusing on the "burden of acting white" and academic success among black adolescents. A six-page reference list is appended. (LAW)

ED 281 962 UD 025 521

Rankin, Paul T.
Detroit Public Schools High School Improvement Project, 1981-1985. Evaluation Report.
Detroit Public Schools, MI. Office of Instructional Improvement.
PUB DATE- Nov 85
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance; *Educational Environment; Educational Improvement; Evaluation Methods; *Formative Evaluation; *High Schools; Mathematics Instruction; Reading Skills; School Holding Power; Skill Development; Study Skills; Writing Skills
IDENTIFIERS- *Detroit Public Schools MI; Excellence in Education; *High School Improvement Project MI

The Detroit Public Schools High School Improvement Project (HSIP), a four-year program beginning with the 1981-82 school year, improved levels of student achievement in basic reading, writing, and mathematics skills at participating schools. Improvements were also a little greater than those at comparable non-participating schools. This final evaluation report on HSIP is presented in four parts: (1) a summary of evaluation findings concerning basic skill achievements, attendance, school climate, and process evaluation; (2) a detailed product evaluation, including evidence on basic skill achievements and attendance at project schools; (3) a school climate evaluation report for each of the participating schools; and (4) individual school process evaluation reports for the eight HSIP schools. The ultimate purpose of the process evaluations was to learn more about what makes for an effective local school. To that end, evaluations focused on the following questions: (1) what worked well? (2) what impeded progress? and (3) how could the process have been improved? The answers to those questions are included in the report. (PS)

ED 281 922 UD 025 471

Compensatory Education: Chapter 1 Participants Generally Meet Selection Criteria. GAO Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-26
PUB DATE- 30 Jan 87
NOTE- 73p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first five copies free, additional $2.00, 25% discount 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Eligibility; Exceptional Persons; High Risk Students; Program Evaluation; Reading Instruction; Screening Tests; Student Recruitment
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This General Accounting Office (GAO) report provides information on school officials' selection of students for the chapter 1 program of the Education Consolidation and Improvement Act of 1981. The following was determined: (1) how chapter 1 children were selected; (2) whether they met Federal, State, and local selection requirements; and (3) how compliance with these requirements was assured. Results indicate that all 51 State agencies used standardized test scores to some extent to choose participants. GAO found few errors in the choice of students to receive chapter 1 reading services. In the 11 districts relying mainly on test scores, nearly all placement decisions met standards based on the district's applicable criterion or reasonable professional judgments by school officials. In the six districts using additional selection factors, few indefensible placements were found. State agencies monitored compliance with chapter 1

requirements chiefly by reviewing districts' applications for funds and making site visits of limited frequency and duration. During the school year 1983-84, 21 State agencies reduced site visits because of cuts in administrative funds. The report includes an analysis of the findings and extensive appendices with tables, charts, and a copy of the State agency questionnaire and responses. (Author/PS)

ED 281 935 UD 025 486

Espenshade, Thomas J.; Goodis, Tracy Ann
Recent Immigrants to Los Angeles: Characteristics and Labor Market Impacts. Impacts of Immigration in California, Policy Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.
REPORT NO.- PDS-85-1
PUB DATE- May 85
NOTE- 39p.; Also supported by the Weingart Foundation, the Ahmanson Foundation and the Times Mirror Foundation. For related documents, see UD 025 485.
AVAILABLE FROM- Library/Clearinghouse, Urban Institute, P.O. Box 7273, Dept. C, Washington, D.C. 20044 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Blue Collar Occupations; Demography; Educational Attainment; Employment Opportunities; *Employment Patterns; *Ethnic Distribution; *Hispanic Americans; Human Geography; *Immigrants; Labor Force; Mexican Americans; Socioeconomic Influences
IDENTIFIERS- *California (Los Angeles); *Immigration Impact; Population Information

This paper summarizes the results of a study of the impact of immigration on California, particularly in Los Angeles County. Of the 1.7 million foreign-born persons in Los Angeles County in 1980, 950,000 (or 57 percent) came to the United States after 1970. Mexican immigrants comprise almost one-half of the total of recent arrivals. They tend to be below the native population in educational attainment and occupational status. In 1980 two-thirds of the adult Mexican immigrant population in Los Angeles had less than a ninth-grade education, and five out of six experienced workers held blue-collar jobs--mostly as operatives and laborers. One-half of recent Mexican immigrant workers in Los Angeles were employed in manufacturing, and Mexican immigrants accounted for between one-third and one-half of all employment in industries such as textiles, apparel, lumber and wood, and furniture and fixtures. The influx of Mexicans to southern California during the 1970s does not appear to have increased the aggregate level of unemployment among blacks. Some of the slower-than-average wage growth in low-wage manufacturing in Los Angeles during that time is attributable to the high proportions of Mexican immigrants in these industries, but the impact of Mexican immigrants on the wages paid to non-Hispanics in semi-skilled and skilled occupations appears to be negligible. A list of references and related titles is included. (Author/PS)

ED 281 949 UD 025 504

Fordham, Signithia
Black Student School Success: An Ethnographic Study in a Large Urban Public School System. A Preliminary Report Submitted to the Spencer Foundation.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- 86
NOTE- 84p.; For related documents, see UD 025 502-503.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; Black Community; *Blacks; *Ethnicity; Group Dynamics; High Schools; High School Students; Racial Attitudes; Social Mobility; Social Structure; Urban Schools
IDENTIFIERS- District of Columbia; *Fictive Kinships
This preliminary report examines the complex relationship between black adolescents' school performance and black Americans' intragroup social organization, as well as the intrusive influence of the larger social structure. It is based on a two-year ethnographic study of high school students in a black section of Washington, D.C. Emphasis is on the intragroup response--fictive kinship--and its impact on school achievement among black adolescents. The study examines the relationship between school performance and the students' unarticulated valuation of the fictive kinship system extant in the school context. The study also describes how and why some black adolescents are successful in school, and offers ethnographic evidence showing why the majority of the students at the school are unsuccessful on school measures of success. Preliminary findings indicate: (1) the importance and effect of the fictive kinship system on black adolescents' school performance and (2) the potentially powerful counterbalancing influence of the instructional and organizational supports in the school context on students' academic achievement. While fictive kinship and other indigenous cultural responses make academic achievement more difficult, the mere existence of these responses does not necessarily result in school failure. An extensive list of references is appended. (LHW)

ED 281 963 UD 025 522

Wilson, Franklin D.
Aspects of Migration in an Advanced Industrial Society.
Wisconsin Univ., Madison. Center for Demography and Ecology.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.
REPORT NO.- CDE-WP-86-25
PUB DATE- 86
NOTE- 54p.
GRANT- NICHD-5R01-HD-0-5876; NICHD-501-HD-17700-2
AVAILABLE FROM- Center for Demography and Ecology, University of Wisconsin, 1180 Observatory Drive, Madison, WI 53706-1393.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Educational Attainment; Educational Status Comparison; *Educational Trends; *Migration Patterns; Population Trends; Relocation; *Rural to Urban Migration; *Socioeconomic Influences; Socioeconomic Status; *Trend Analysis; United States History
IDENTIFIERS- Industry Role

This paper evaluates the hypothesis that patterns of migration within and between the metropolitan and nonmetropolitan sectors and between regions, and migrant/nonmigrant differentials in education attainment during the 1935-1980 period of United States history reflect historical differences in socioeconomic development and settlement patterns. The study focuses on changes that have occurred in metropolitanization and their significance for emerging patterns of population distribution and redistribution. Using data from the Public Use Microdata files from the 1940 and 1980 decennial census and from selected Bureau of the Census publications, it was found that: (1) migration patterns in peripheral areas and core areas have become more similar in the years since the Great Depression due to socioeconomic changes that have eroded the hegemony of the traditional manufacturing belt, affecting migration patterns; and (2) while migrants have higher education attainment than nonmigrants, differences vary systematically with area differences in socioeconomic development. In addition to an explanation and discussions of method and results, the study includes statistical data and a five-page list of references. (PS)

ED 281 923 UD 025 472

Project BITEC, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 40p.; Prepared by the OEA Bilingual Education Evaluation Unit. For 1983-84 report, see ED 269 524.
GRANT- G00-830-2901
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Bilingual Education Programs; *Computer Literacy; Curriculum Development; *English (Second Language); High Schools; *High School Students; *Industrial Arts; Limited English Speaking; Native Language Instruction; Parent Participation; *Urban Education; *Vocational Education
IDENTIFIERS- New York (Brooklyn)

In 1985-86, Project BITEC provided bilingual instruction and supportive services to 379 limited English proficient (LEP) students from Italian, Chinese, Vietnamese, and Latin American backgrounds at New Utrecht High School (Brooklyn, New York). The project aimed at enabling its target population to master the English language as soon as possible, continue their education in content areas through bilingual courses, and gain vocational skills. BITEC offered courses in English as a second language (ESL); bilingual instruction in mathematics, science, and social studies; and courses in industrial arts, secretarial studies, and computer technical studies. This evaluation found that: (1) significant gains were made in English reading achievement; (2) students achieved a 70 percent passing rate in native language arts courses; (3) overall, the percentage of program students passing teacher-made examinations in mathematics, science, social studies, and secretarial courses in the spring semester was equal to or greater than that of mainstream students; (4) program students surpassed a 70 percent passing rate in computer programming, typing/steno/word processing, and electronics, architectural drafting, and advanced building trades; (5) program students had a higher attendance rate than mainstream students; and (6) the dropout rate of program students was not significantly lower than that of mainstream students. (PS)

ED 281 936 UD 025 489

Kaemper, Jack; Morse, Kathy
Albuquerque Public Schools 1984-1985 Chapter 1 Needs Assessment Survey. Summary Report.
Albuquerque Public Schools, N. Mex.
PUB DATE- Mar 85
NOTE- 15p.; For a related document, see UD 025 490. Some figures contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Delivery Systems; Educationally Disadvantaged; Educational Needs; Elementary Secondary Education; *Needs Assessment; Questionnaires; *Reading Instruction; Remedial Instruction; School Surveys; Self Evaluation (Groups)
IDENTIFIERS- Albuquerque Public Schools NM; *Education Consolidation Improvement Act Chapter 1; Response Rates (Questionnaires)
Instructors, advisors, students, parents, and others involved in the elementary and secondary level Chapter 1 project of the Albuquerque Public Schools were surveyed to ascertain which program services they felt were most needed. Results, based on information from 3,567 individuals, provided the following needs, presented in rank order: (1) elementary reading; (2) middle school reading; (3) high school reading; (4) elementary math; (5) cognitive language development; (6) computer assisted instruction; (7) early learning program; and (8) support for instructional development. The report includes information on the following: (1) background of the survey; (2) groups surveyed; (3) survey instrument; (4) distribution of survey; (5) number of responses; (6) average rank by respondent group and level; (7) highest and lowest priorities according to respondent group and level; (8) summary of priority rankings by level; (9) recommendations; and (10) a Spanish and an English copy of the survey form. (PS)

ED 281 950 UD 025 506

Kagan, Sharon L.; Schraft, Carol Malchmann
When Parents and Schools Come Together: Differential Outcomes of Parent Involvement in Urban Schools.
Institute for Responsive Education, Boston, Mass.
REPORT NO.- IRE-R-5
PUB DATE- 82
NOTE- 23p.
AVAILABLE FROM- Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Elementary Secondary Education; Parent Attitudes; *Parent Background; *Parent Participation; *Parent School Relationship; *Racial Differences; *Urban Schools
This report presents findings from a study of the extent to which different kinds and amounts of parent involvement have different impacts on parents in general, and more specifically, on parents from different income groups in two schools--one all-balck, low-income; the other racially and economically mixed. Interviews were conducted with 60 parents from each school. Specific criteria were established to ascribe high, medium, and low levels of involvement to all parents in the schools. The survey elicited responses on parents' knowledge of and actual participation in school life, parents' aspirations for themselves and their children, and parents' perception of their role in school decision making. Data were analyzed by school, by level of involvement, and by sub-group. Major findings were that: (1) differential outcome may be ascribed to the amount of involvement only in part; (2) differential effects were also demonstrated between parents who were paid for their involvement and those who were not; and (3) whether the school is racially and economically mixed, or isolated, has little effect on patterns of parental involvement or on the attitudes or behaviors of parents related to their school participation. (Author/KH)

ED 281 964 UD 025 524

Rose, Peter I., Ed.
Working with Refugees. Proceedings of the Simon S. Shargo Memorial Conference (Northampton, Massachusetts, March 1, 1983).

Center for Migration Studies, Inc., Staten Island, N.Y.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Weatherhead Foundation, New York, N.Y.
REPORT NO.- ISBN-0-913256-97-8
PUB DATE- 86
NOTE- 126p.
GRANT- HV640-S47-1983
AVAILABLE FROM- Center for Migration Studies of New York, Inc., 209 Flagg Place, Staten Island, NY 10304 (paperback--ISBN-0-913256-97-8, $12.95; hardcover--ISBN-0-913256-77-3, $17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- *Acculturation; *Agency Role; International Relations; Land Settlement; *Legal Problems; Migration; *Refugees; *Relocation; *Social Support Groups; Voluntary Agencies
IDENTIFIERS- *Refugee Assistance

This book contains a transcript of discussions at a 1983 conference held at Smith College (Massachusetts) for refugee workers. Included are presentations by official representatives of the United Nations High Commission for Refugees, foreign service officers, administrators of key voluntary agencies, immigration lawyers, social workers, case managers, volunteers, and several academic specialists. Major themes discussed include: the protection and assistance of refugees; the rules governing their selection for relocation and the means by which they are to be admitted to "third countries" such as the United States; the problems inherent in learning to adapt to a new society; and the ways services to refugees might be improved. Following a brief introduction and a list of participants, the book is divided into the following eight chapters: (1) The Uprooted; (2) Protection and Assistance; (3) Selection and Admission; (4) Resettlement; (5) Problems of Acculturation; (6) The Meaning of Voluntarism; (7) Improving Services for Refugees; and (8) a summation, entitled Retrospect and Prospect. (KH)

ED 281 924 UD 025 473

Malson, Michelene R.; Woody, Bette
The Work and Family Responsibilities of Black Women Single Parents. Working Paper No. 148.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 85
NOTE- 22p.
GRANT- NIMH-1-R01-MH35192
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; *Employed Women; Equal Opportunities (Jobs); Family Income; *Females; Low Income Groups; *One Parent Family; *Poverty; Racial Bias; *Socioeconomic Influences; Welfare Recipients

One aspect of the general rise in the number of single parent households is the high proportion of them that are headed by black women. Black families headed by women tend to be larger and are more likely to be impoverished. Contrary to popular belief, many black single mothers considered poor are employed women, not recipients of welfare. An analysis of data concerning 310,874 black women taken from the Current Population Survey of March 1982 revealed these findings, among others: (1) the majority of black women who work and head households are poor; (2) these women have a demonstrated commitment to the labor force in spite of earning very low wages; (3) their poverty status is attributed to their segregation in low status, low paying jobs; (4) their economic viability is highly dependent on the wages they earn and unlikely to be supplemented by public assistance (welfare), health benefits, child support payments, or other earnings; (5) the family responsibilities of black working women who are poor are difficult to meet, given their dependents and the limitations of economic resources. Five statistical tables and a bibliography are included. (KH)

ED 281 937 UD 025 490

Kaemper, Jack; Morse, Kathy
APS Chapter 1 Evaluation Report 1984-1985.
Albuquerque Public Schools, N. Mex.
PUB DATE- Dec 85
NOTE- 59p.; For related document, see UD 025 489.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Admission Criteria; *Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; *Eligibility; Exceptional Persons; High Risk Students; Program Evaluation; Reading Instruction; Skill Development
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
This report describes and evaluates the Albuquerque Public Schools (APS) 1984-85 Chapter 1 instructional program and its effect on student performance. The following information is reported or described: (1) conclusions and recommendations; (2) participating schools and cost summaries; (3) identification of eligible schools; (4) identification of instructional focus; (5) staff allocation; (6) school program planning; (7) identification of eligible students; (8) selection of participants; (9) elementary school evaluation results; (10) secondary school evaluation results; (11) study of sustained effects and longitudinal service; (12) comparison of APS and national Chapter 1 impact; and (13) additional Chapter 1 services. Appendices contain low income survey and resource allocation charts, and forms used to submit proposed changes in Chapter 1 programs. Results point to the program's positive effect on participants' performance in both cognitive and affective areas. Due to funding restraints, more students were eligible for the program than were served. (PS)

ED 281 951 UD 025 507

Clinchy, Evans
Opening the Door for Partnership: Choice in Our Public Schools. Final Report of the New England Regional Conference on Parent Participation and Choice in the Public Schools (Worcester, Massachusetts, May 6, 1985).
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Department of Education, Boston, MA. Region 1.
REPORT NO.- IRE-R-10
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Administrator Role; Educational Opportunities; Elementary Secondary Education; *Parent Participation; *Parent Role; Parent School Relationship; School Administration; School Based Management; *School Choice; *Urban Schools
This paper summarizes the major recommendations agreed on at a conference of parents, educational administrators, and educators from 21 school systems in five New England states. The subject of the conference was choice in public education. First, excerpts from opening remarks and a note on the conference are presented. Then, major recommendations are outlined, including: (1) Parents must be involved in deciding which different kinds of educational options should be offered in their district and which are best for each of their children. (2) Teachers and principals must be able to choose the kind of schooling they wish to practice. (3) A permanent system-wide Parent and Citizen Planning Council should be established, and its members should conduct parent/professional surveys, operate a city-wide Parent Information Center, and perform other similar functions. (4) School-based management is preferred, and every school should have a School Parent Council elected by the parents whose children attend that school. (5) Parents should be involved in the selection and retention of all school staff. (6) When possible, schools should have full-time, paid parent coordinators or liaisons. (7) Parents should have access to technical assistance to aid them in their school involvement. (8) Parents should have access at all times to each individual school. Appended are lists of conference participants, planning board members, and workshop leaders and recorders. (KH)

ED 281 965 UD 025 525

Striving for Excellence: 1985-86 Annual Report. Des Moines Public Schools.
Des Moines Public Schools, IA. Dept. of Evaluation and Research.
PUB DATE- 87

NOTE- 52p.; Colored figures in document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Facilities; Educational Finance; Elementary Secondary Education; *Enrollment Rate; *School District Size; *School District Spending; School Personnel; *School Statistics; Special Programs; Urban Schools
IDENTIFIERS- Des Moines Public Schools IA; Excellence in Education

This annual report for the 1984-85 school year in the Des Moines (Iowa) Public Schools includes information on the academic progress being made by students and reports on various aspects of the operations of the school district. The Plan for Excellence, a blueprint adopted in early 1985 for use in Iowa's largest school district, was used to fine tune the curriculum. The report is intended for use as a ready-reference for administrators, parent organization officers, and public officials and consists almost exclusively of statistical charts and tables. The report is divided into seven sections presenting data on the following: (1) curriculum implementation, testing, and student achievement; (2) student attendance and enrollment; (3) staff size, salary, retirement, and days employed; (4) physical plant; (5) finance; (6) school boundaries (presented in map form); and (7) special services provided. (KH)

ED 281 966 UD 025 526

Cano, Luis R.
Helping Your Child Learn: A Parent's Guide = Ayudando a Su Hijo a Aprender: Una Guia para los Padres.
Southwestern Bell Telephone Co., Houston, TX.
PUB DATE- Aug 86
NOTE- 49p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Attendance; Elementary Secondary Education; Family Environment; Home Study; Nutrition; Parenting Skills; *Parent Participation; Parent Student Relationship; Parent Teacher Conferences; Student Educational Objectives; *Study Skills

This guide, in English and Spanish, presents ideas for parents to assist their child's progress at school. The contents include ten sections on the following topics: (1) getting started (the importance of attendance and health requirements); (2) report cards; (3) scheduling study time and developing study skills; (4) talking to the teacher; (5) what the child should be learning (instructional objectives); (6) how to assist children when the parent works; (7) using the library; (8) types of tests children might be given in school; (9) planning for the future; and (10) diet and its effect on grades. A comic strip and worksheets to help students keep good study habits and achieve goals are included. (KH)

ED 281 925 UD 025 474

Civil Rights Division: Enforcing the Law, January 20, 1981--January 31, 1987.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 31 Jan 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; Civil Rights Legislation; Equal Education; *Equal Opportunities (Jobs); Equal Protection; *Federal Government; *Housing Discrimination; *Law Enforcement; *Voting Rights
IDENTIFIERS- Department of Justice; Reagan Administration

This document describes the enforcement activities and accomplishments of the Civil Rights Division of the United States Department of Justice between January 20, 1981 and January 31, 1987. Emphasis is placed on describing the enforcement responsibilities and programs, not on listing comprehensively cases and activities. The report is divided into the following nine sections: (1) a general introduction; (2) Criminal Civil Rights Violations, especially those involving racial violence; (3) Educational Opportunities, with emphasis on desegregation enforcement; (4) Equal Employment Opportunities, covering discrimination cases and back pay awards; (5) Fair Housing/Consumer Credit/Public Accommodations; (6) Rights of Institutionalized Persons; (7) Voting Rights, including proposed changes in law; (8) Civil Rights Appeals; and (9) Coordination of Civil Rights Enforcement Activity. The report is illustrated with maps and charts. (KH)

ED 281 938 UD 025 491

Padgett, Carmen H. A.

Cross-Cultural Education: Its Relevance and Implications in the United States.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Training; *Cultural Awareness; Cultural Influences; *Cultural Pluralism; *Culture Conflict; Ethnic Studies; *Foreign Culture; Global Approach; Intercultural Programs; International Cooperation; *Multicultural Education; *World Problems
IDENTIFIERS- Cultural Values

This paper analyzes the relevance and implications of cross-cultural education for citizens of the United States and foreigners, and provides several definitions of culture. Educators must get closer to the foreign culture they are interested in learning or teaching. In that way they would discover how members of other cultures learn and could then understand why people of different cultures react differently to the same stimuli. Since this has not been done, Americans have become ethnocentric and have alienated other countries that are needed as allies. In the technological world of today it is a moral obligation to learn about the cultures of other countries, if one wishes to be able to evaluate their actions. Americans' main problem lies in their ignorance regarding deep-set cultural patterns of different nations. This ignorance results in a lack of respect for those patterns. Also included are suggestions for possible solutions of some world problems that could be supplied by cross-cultural education. (PS)

ED 281 952 UD 025 508

Chart Your Course: High School Ahead.
Buffalo Public Schools, N.Y.
PUB DATE- 86
NOTE- 81p.; Photographs and other graphics may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Planning; *Curriculum; Decision Making; *Educational Opportunities; *High Schools; *School Choice; *Student Interests; Urban Schools; Vocational Education
IDENTIFIERS- *Buffalo Public Schools NY

This illustrated booklet, prepared to help Buffalo students choose a public high school according to their special interests, may also serve as a model for preparing other school choices brochures. It is divided into eight major sections, reflecting the diversity of specialized schools and programs operated by the Buffalo Public School District: (1) arts; (2) business; (3) college preparation; (4) construction; (5) manufacturing; (6) public and personal services; (7) technology; and (8) transportation. Relevant courses of study are grouped under each of these fields. In addition, the booklet lists available electives; describes post-graduate programs, career exploration opportunities, and independent study as well as volunteer, tutoring, and special programs; presents in-depth information on the Buffalo Vocational Technical Center; lists high school extracurricular activity choices; outlines the curriculum for all ninth grade students; provides a directory of Buffalo schools by course of study (academic, vocational, etc.), geographic location, and special program; and presents an outline of options and considerations for applying to schools. (KH)

ED 281 967 UD 025 527

Poverty, Hunger, and the Welfare System. Hearing before the Select Committee on Hunger. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Hunger.
PUB DATE- 5 Aug 86
NOTE- 181p.; Serial No. 99-23.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economically Disadvantaged; *Family Income; *Federal Legislation; *Government Role; Hearings; Hunger; Minority Groups; *Poverty; *Program Effectiveness; Public Policy; Unemployment; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Congress 99th; Feminization of Poverty

The proceedings of a House hearing on poverty, hunger, and the welfare system are provided in this document. The hearings focus the Federal agenda for addressing these problems: the increasing number of people, particularly children, living in poverty and consequently threatened by hunger; increasing numbers of families headed by women alone living in poverty; and the inability of people in poverty to access the labor market. Speakers and presenters of prepared statements include legislators, academics, and representatives of concerned organizations. Among the major prepared statements are the following essays and papers: "Is Welfare Really the Problem?" by David T. Ellwood and Lawrence H. Summers; "Losing Faith in 'Losing Ground,'" by Robert Greenstein, who critiques the conservative challenge to the welfare system; a Census Bureau research study, "Changing Family Composition and Income Differentials," by Gordon Green and Edward Welniak; and "On Social Invention: Some Reflections on the Relationship between Family and Poverty," by Michael Novak. (KH)

ED 281 926 UD 025 475

Wilson, Franklin D.
Intercity Variations in Returns to Migration. CDE Working Paper 84-22.
National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Science Foundation, Washington, D.C.
SPONS. AGENCY- Wisconsin Univ., Madison. Center for Demography and Ecology.
PUB DATE- Aug 84
NOTE- 29p.
GRANT- 5P01-HD-0-58776; SES-7826853
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Factors; Educational Attainment; Employment Opportunities; *Family Mobility; Income; *Labor Market; *Migration; Migration Patterns; *Occupational Mobility; *Relocation; Socioeconomic Status
IDENTIFIERS- Supply and Demand
This paper explores the following questions: Does the demand/supply allocation process affect the return migrants receive for their human capital attributes? Specifically, do returns to migration vary across places of destination, and does this variation reflect labor supply and demand differentials and/or other characteristics of places of destination? Analysis of the impact of selected characteristics of destinations on the socioeconomic attainment of migrants, using data for 1970 and changes between 1970 and 1976, reveals that substantial variation exists between Standard Metropolitan Statistical Areas (SMSA) with respect to annual earnings returns to occupational and educational attainment, and occupational attainment returns to educational attainment. The level of these returns not only declined across the board between 1970 and 1976, but between-SMSA variations increased as well. Analysis also indicates that SMSA differences in socioeconomic returns to migrants, particularly among the college educated, were more responsive to factors reflecting changing economic conditions than to those of nonmigrants in 1970, but changes in socioeconomic returns occurring during the 1970-76 period were not related to these factors for a smaller number of SMSA's. Tables illustrate the findings statistically. (Author/PS)

ED 281 939 UD 025 492

Project BETA, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 38p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1983-84 and 1984-85 reports, see ED 270 516 and ED 271 532.
GRANT- G00-830-2146
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Bilingual Education Programs; Cultural Awareness; *English (Second Language); *Exceptional Persons; Gifted; Haitians; High Schools; *High School Students; Korean; Limited English Speaking; Mainstreaming; *Native Language Instruction; Parent Participation; Staff Development; *Urban Education; Vietnamese People
IDENTIFIERS- New York (New York)

Project BETA provided intellectually gifted, limited English proficient (LEP) students with educational programs geared to their talents. The program also sought to instill in students a sense of pride in their native cultures through exposure to their arts, histories, and languages. The program's chief goal was to prepare all students for mainstreaming by the twelfth grade. Two hundred twenty-nine Haitian, Korean, and Vietnamese speaking pupils were served at two sites in Queens, New York, and one in the Bronx, New York. Project students attended courses in English as a Second Language (ESL) at each site and, in addition, Vietnamese students at Theodore Roosevelt High School and Korean students at William C. Bryant High School received social studies instruction in their native languages. This evaluation of BETA's three-year funding cycle, which ended in 1986, contains the following: (1) an overview of the program; (2) information on student characteristics; (3) evaluation findings; and (4) conclusions and recommendations. Appendices with student test results and passing rates in content area courses are also included. (PS)

ED 281 953 UD 025 510

A Guide to Celebrating Martin Luther King Jr. Day. Elementary Grades (4-6). Secondary Grades (7-12).
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
PUB DATE- 83

NOTE- 70p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Board of Education of the City of New York, 131 Livingston St., Room 617, Brooklyn, NY 11201 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activism; *Black History; *Civil Rights; Curriculum Development; Elementary Secondary Education; Instructional Materials; Racial Attitudes; *Social Change; Social Studies; *United States History
IDENTIFIERS- King (Martin Luther Jr)

This guide presents strategies and worksheets for helping students in grades 4 through 12 learn about the important contributions of Dr. Martin Luther King, Jr. to the achievement of civil rights. The guide is presented in two parallel parts, the first for the elementary and the second for the secondary grades, and both parts are divided into seven strategies, each developing a separate theme. The suggested lessons and activities are intended to help students be able to: (1) describe the political and social situation of black Americans during the first part of the twentieth century; (2) analyze the influence of childhood experiences on Dr. King's ideas and feelings; (3) explain Dr. King's philosophy of nonviolent resistance; (4) evaluate nonviolence as a method for winning change; (5) recognize the many facets of Dr. King's concern and involvement; and (6) assess the contribution of Dr. King to history. The guide includes photographs, poems, historical background, and other materials as part of the curriculum plan. (KH)

ED 281 927 UD 025 476

Beltran, Celestino M.; And Others
Minority Business Participation in Public/Private Partnerships: A Manual on Joint Development. Final Report.
Comprehensive Technologies International, Inc., Fairfax, VA.
SPONS. AGENCY- Department of Transportation, Washington, D.C.
REPORT NO.- DOT-I-86-14
PUB DATE- Feb 86
NOTE- 273p.; Distributed in cooperation with Technology Sharing Program, U.S. Department of Transportation.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Business; *Community Development; Development; Disadvantaged; Entrepreneurship; *Minority Groups; *Urban Improvement
IDENTIFIERS- *Public Private Relationship; Public Transportation; Self Employment

The Urban Mass Transportation Association promotes Commercial real estate development projects in and adjacent to transit facilities as a means of generating additional revenues to defray part of local transit agency operating cost. Transit-related real estate development, or joint development, provides unique financial benefits for investors and equity owners, whether for the public or private sectors. Disadvantaged business entrepreneurs (DBEs), defined as minority- and women-owned firms and minority/women entrepreneurs, have not participated as fully as possible in the equity ownership opportunities offered by joint development projects. This manual attempts to encourage participation by introducing DBEs to the benefits and risks of commercial real estate development and the specific requirements of joint development projects. A self-teaching guide, it describes the unique characteristics of joint development projects, explaining in detail the underlying process, with special attention paid to participant roles and policies. It provides a basic introduction to financial planning so DBEs can evaluate their financial readiness to pursue equity ownership opportunities in joint development projects. The manual provides an analytical framework in which to apply the technical tools commonly used in analyzing a transit-related real estate investment opportunity. The appendixes include case studies highlighting key issues associated with joint development projects, a list of sources of information on commercial real estate, an example of a local transit agency prospectus, a personal financial profile questionnaire, a glossary of terms, and a bibliography. (Author/LHW)

ED 281 940 UD 025 493

Project CHAMP, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 38p.; Prepared by the OEA Bilingual Education Evaluation Unit. For the 1983-84 and 1984-85 reports, see ED 243 298 and ED 270 514.
GRANT- G00-830-2135
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Basic Skills; *Bilingual Education Programs; *Chinese; *English (Second Language); High Schools; *High School Students; Limited English Speaking; Literacy; Mainstreaming; Native Language Instruction; *Remedial Instruction; Social Integration; *Urban Education
IDENTIFIERS- Culturally Different Students; New York (Manhattan); Remedial Intervention

The Chinese Achievement and Mastery program, Project CHAMP, was a bilingual (Chinese/English) project offered at three high schools in Manhattan. The major goals were to enable Chinese students of limited English proficiency (LEP) to learn English and to master content in mathematics, science, global history, computer mathematics, and native language arts (Chinese) courses. Another goal was to achieve a high attendance rate for project students at the participating schools. An intensive literacy component was offered at the Seward Park High School site to those students who were functionally illiterate in their native languages and who lacked basic academic skills. The major objectives of this component were: (1) to develop students' ability to read and write fluently in their native language; (2) to master basic elements of reading, writing and speaking in English; (3) to develop the students' study skills and habits as a foundation for future academic work; and (4) to foster students' understanding of American classroom procedures. This program evaluation contains the following: (1) a description of Project CHAMP; (2) information on students characteristics; (3) evaluation findings; and (4) conclusions and recommendations. Included are appendices listing the results of student tests and the passing rates for content areas by site. (PS)

ED 281 954 UD 025 511

CRACKDOWN: A Guide to Preventing Substance Abuse Elementary. Citywide Teach-in--September 30.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-813-2
PUB DATE- 86
NOTE- 41p.; For secondary level guide, see UD 025 512.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drug Abuse; *Drug Education; Elementary Education; Health; *Illegal Drug Use; Instructional Materials; Primary Education; Science Education; *Social Problems; Social Studies; Urban Schools
IDENTIFIERS- Cocaine; *Crack; New York (New York)
This elementary school curriculum guide, the subject of a citywide teach-in in the New York City schools, provides facts, lessons, and learning activities designed to provide information about and to prevent the use of crack, a form of cocaine. The lessons are divided into two groups, one for grades K-3 and the other grades 4-6. The primary curriculum consists of four interdisciplinary lessons: (1) You Are What You Eat: How Foods Help Us; (2) Dangers in the House; (3) Dangers in Your Medicine Cabinet; and (4) Pinocchio Goes to Pleasure Island: A Story of Peer Pressure. These lessons provide a framework for teaching about substance abuse if the children raise this problem. The lessons for grades 4-6 focus on the facts about crack, the reasons people give for using crack, how to say no, and on deciding whether to use drugs: titles of lessons are (1) Pharmacology of Crack: What It Does to the Body; (2) Reasons Given for Drug Abuse; and (3) Consequences of Using Crack. Follow-up activities for grades 4-6, a fact sheet for teachers, a poster, and an evaluation form are also included. (KH)

ED 281 968 UD 025 528

Targeting Students for Chapter 1 Services: Are the Students in Greatest Need Being Served? A Report Prepared by the Staff of the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, One Hundredth Congress.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Apr 87
NOTE- 24p.; Serial No. 100-F.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; Delivery Systems; Economically Disadvantaged; Elementary Secondary Education; *Federal Aid; Federal Programs; Low Achievement; Needs Assessment; *Resource Allocation; Student Needs
IDENTIFIERS- Congress 100th; *Education Consolidation Improvement Act Chapter 1

This report presents and discusses the results of a congressional study undertaken to assess the validity of a statement in the Department of Education's document, "Summary and Background Information for the Fiscal Year 1988 Budget," which asserted that many children who are neither poor nor low achievers receive Chapter 1 services. The findings are based on the following: other objective studies on the issue; a reconsideration of the Sustaining Effects Study (SES) on which the Department of Education document is partly based; a telephone survey of 11 states regarding current targeting practices under Chapter 1, "Poverty, Achievement and the Distribution of Compensatory Education Services." Major findings are: (1) children currently served by Chapter 1 are the lowest-achieving; (2) the SES data is old and of questionable quality; (3) most students who fall below the 25th percentile do participate in Chapter 1, and there are valid reasons why some low-achieving students are not served by Chapter 1; (4) if needy children are not served, it is primarily because Chapter 1 resources are inadequate to serve all eligible children; and (5) while Chapter 1 services are well-targeted to the poorest schools within districts throughout the country, the law requires student selection at the local level to be based on educational need, not poverty. (KH)

ED 281 928 UD 025 477

Commonwealth Futures: Final Report on the Six Month Planning Grant, July 1-December 31, 1986.
Massachusetts Governor's Office of Educational Affairs, Boston.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Community Involvement; Community Planning; *Coordination; *Dropout Programs; High Risk Students; High Schools; Potential Dropouts; *State Programs; Statewide Planning
IDENTIFIERS- *Massachusetts

This paper describes the first six months of activities and accomplishments of Commonwealth Futures, an initiative designed to provide services to at-risk youth in Massachusetts schools. Major activities are outlined chronologically, implementation problems and successes are briefly discussed, and projected future activities are listed. These outcomes were identified: (1) an interagency Steering Committee and Work Group were established to advise and assist the project; (2) 24 communities were identified and invited to participate in a conference and program application process; (3) six communities were selected to attend an Institute and begin a comprehensive local planning process; (4) an interagency RFP/Comprehensive Plan format was developed; and (5) initial local planning was completed, resulting in the submission of comprehensive community plans which will be funded with $495,000 in reallocated State funds beginning January 1, 1987. The report concluded that Commonwealth Futures shows promise of being an ideal vehicle for developing new levels of interagency coordination and cooperation. On the local level, Futures has raised awareness of the dropout issue and has encouraged development of communication between communities. (KH)

ED 281 941 UD 025 494

Project PAN, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 29p.; Prepared by the OEA Bilingual Education Evaluation Unit.
GRANT- G00-852-5049
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; *Bilingual Education Programs; English (Second Language); High Schools; Immigrants; Native Language Instruction; *Program Effectiveness; *Program Implementation; Urban Schools
IDENTIFIERS- New York (New York)

In 1985-86, the first year of a three-year funding cycle, Project PAN provided bilingual instruction in two New York City high schools, John Bowne and Newtown. The project reached 355 students of Chinese/Vietnamese, Korean, Pakistani, and Indian origin, most of whom had recently arrived in New York and were of limited English proficiency (LEP). Project PAN provided instruction in English as a second language, native language arts, and bilingual instruction in science, social studies, typing, and career orientation. A transitional program emphasizing the successful integration of students into their newly-adopted society, Project PAN was designed and implemented to achieve bilingualism for both LEP students, who learned English and their native language, and English proficient students, who learned the language of their ethnic group. Title VII funded most of the project's administrative and support-services position, and instructional services were funded by tax-levy and other sources. Staff development and parent participation activities were an important component of the program. An end-of-year achievement examination revealed that students had met project goals for mastery of English language and other subject areas. It is recommended that additional bilingual classes in science and social studies be added at John Bowne. (KH)

ED 281 942 UD 025 495

City-As-School High School National Diffusion Network Developer/Demonstrator Project. End of Year Report, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 16p.; Prepared by the High School Evaluation Unit.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; *Field Experience Programs; High Schools; *Information Dissemination; Institutional Cooperation; *Models; *Nontraditional Education; School Districts; Urban Schools; Work Experience Programs
IDENTIFIERS- *New York (New York)

Students in the City-As-School (CAS) program, an alternative high school in New York City, spend 95 percent of their school time at field-based learning sites, such as business, civic, and cultural organizations. A majority of the participants are dropouts, or were high risk students before entering the program. In 1985, CAS was awarded a grant to disseminate its model to other interested schools and districts throughout the country. Five implementation goals were: (1) selecting five districts to be trained as replicators; (2) training the staff of the replicator districts; (3) providing additional technical assistance to the replicator districts; (4) training the staff of the replicator districts to themselves become disseminators; and (5) monitoring the implementation of replication. The first two goals were achieved, but the other three could not be pursued until the replicator districts had begun to operate their programs in the second year of the process. Six districts, two in California and four in Maine, were selected and made commitments for 1985-86 training. It is recommended that, in future: (1) objectives should be tied more clearly to the program sequence; (2) implementation commitments should be made more formal and binding; (3) the dissemination sites should have a broader and more balanced geographic spread; and (4) travel should be consolidated and alternatives to traveling should be considered where possible. (KH)

ED 281 955 UD 025 512

CRACKDOWN: A Guide to Preventing Substance Abuse Secondary. Citywide Teach-in--September 30.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-814-0
PUB DATE- 86
NOTE- 49p.; For elementary level guide, see UD 025 511.
AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit. Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drug Abuse; *Drug Education; Health; High Schools; *Illegal Drug Use; Instructional Materials; Science Education; Secondary Education; *Social Problems; Social Studies; Urban Schools
IDENTIFIERS- Cocaine; *Crack; New York (New York)
This secondary school curriculum guide, the subject of a citywide teach-in in the New York City schools, provides facts, lessons, and learning activities designed to provide information about and to prevent the use of crack, a form of cocaine. The guide covers the facts about crack, the reasons given for using crack, strategies for saying no to drugs, and insight into making decisions on drug use. These core materials are supplemented by lessons in the subject areas of social studies, science, mathematics, and communication arts. The subject area lessons provide information of the dangers of crack to the individual, to the community, and to the country. Follow-up activities are also suggested. This material is divided into nine lessons: (1) Crack! A National Epidemic; (2) Crack: It's Your Decision; (3) Pharmacology of Crack; (4) How Medicines or Drugs Can Affect Our Bodies; (5) Drug Use and Body Chemistry; (6) A Tale of Human Bondage: Interview with a Crack Dealer; (7) Effects of Crack on Our Society; (8) The High Cost of Crack; and (9) Who Is Responsible for Halting the Crack Epidemic? A fact sheet for teachers and a poster are included. (KH)

ED 281 956 UD 025 513

Project CARIBE, 1985-1986. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Mar 87
NOTE- 44p.; Some parts of appendices contain small broken type.
GRANT- G00-842-5053
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Awareness; *Computer Assisted Instruction; English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Program Effectiveness; *Program Implementation; *Spanish Speaking; Urban Schools
IDENTIFIERS- *New York (Brooklyn)

In 1985-86, the second year of funding, Project CARIBE proposed to increase career awareness among Spanish-speaking students of limited English proficiency (LEP) through a computer-literacy program. The project operated at two schools in Brooklyn, New York, Eastern District High School and Clara Barton High School, but after the number of Spanish-speaking students at Clara Barton were found to have declined, the project's second site was switched mid-year to Far Rockaway High School. The project provided instruction in English as a second language (ESL), native language arts, and content-area subjects taught in Spanish; these classes were supplemented by enrichment experiences related to careers. For these experiences, the project planned to provide a resource/computer center in each of the participating schools, additional guidance and career-planning services for students, and ESL/Americanization classes for students' parents. All of these proposals were not fulfilled at both sites, and student achievement goals were not fully met. Recommendations for improving the project include: (1) develop the career awareness program with appropriate software; (2) develop instruments to measure pupil and staff awareness and/or attitudes, or modify the objectives; and (3) make every effort to implement the program fully at Far Rockaway in September. Questionnaires for staff and students to evaluate the program's effectiveness are appended. (KH)

ED 281 969 UD 025 529

H.R. 3821, The Equity and Choice Act Hearing. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
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IDENTIFIERS- Congress 99th; Education Consolidation Improvement Act Chapter 1

This document presents the proceedings of a House of Representatives hearing on the Equity and Choices Act, a proposed amendment to the Education Consolidation and Improvement Act, Chapter 1. The Equity and Choices Act would provide the parents of educationally disadvantaged children with a voucher and the permission to use it at any public or private school of their choice. Included are statements by: William J. Bennett, Secretary of Education; bill co-sponsor, Representative Larry E. Craig; Frances M. Norris, Assistant Secretary, Department of Education; Awilda Aponte Roque, Secretary of the Puerto Rico Department of Education; and Lois C. Waldman, Acting Director of the American Jewish Congress's Commission of Law and Social Action. Two charts, "Federal Share of Education Spending" and "Federal Spending Cuts in Selected Education Programs: 1980-87," are also included. (KH)

ED 281 970 UD 025 530

The Impact of the Administration's 1987 Budget Proposal on Child Nutrition Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

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DESCRIPTORS- Ancillary School Services; Breakfast Programs; Dining Facilities; Elementary Secondary Education; *Eligibility; Federal Aid; Hunger; *Lunch Programs; Nutrition; Poverty; *Program Budgeting; Resource Allocation; Retrenchment; *School Health Services

IDENTIFIERS- Child Care Food Program; *Child Nutrition Programs; Congress 99th; *National School Lunch Act 1946

This hearing examined the impact of the Administration's 1987 budget proposal on child nutrition programs, which were cut significantly. A spokesperson for the Department of Agriculture testified that the proposed budget was designed to preserve benefits for those truly in need, to provide for the national defense, to maintain taxes at the current level, and to meet the deficit target called for by the Gramm-Rudman-Hollings law. As part of the budget, commodities and reimbursement for school lunch programs would be eliminated for students from families with an income of 185 percent greater than the poverty level. Other testimony and reports covered the following effects of the proposed budget among others: (1) a decrease in the number of pupils served by the School Lunch Program; (2) restructuring of assistance to schools; (3) a significant increase in the entitlement commodities received by schools with students who cannot afford to pay for lunch; (4)problems for subsidized students in schools with a high number of paying students; (5) distribution of commodities and related storage problems; (6) increased unemployment among food service workers; and (7) elimination of funding for the state level Nutrition Education and Training Program. Material submitted in addition to testimony is included. (PS)

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